

PUBLIC • EDUCATION

• PENNSYLVANIA •



Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania



Bright Spot in the Community

*The Comfortable, Well-lighted School Plant in the Center
(above) Now Welcomes Daily the Pupils Who Only Last
Year Were Obligated to Attend School in the Six
Out-moded and Unhygienic Structures Sur-
rounding the New Building*

PUBLIC • EDUCATION



Pennsylvania Public Education

Published monthly by
The Department of Public Instruction
Commonwealth of Pennsylvania
Education Building, Harrisburg

Entered as second-class matter September 1,
1933, at the Post Office at Harrisburg,
Pennsylvania, under Act of August
24, 1912

LESTER K. ADE, *Superintendent of Public
Instruction, Chairman of the State Council
of Education, and the Board of Presidents
of State Teachers Colleges*

CLARENCE E. ACKLEY, *Deputy Superintendent*

F. STEWARD HARTMAN, *Executive Assistant*
EUGENE P. BERTIN, *Editor*

Vol. 6 March, 1939 No. 7

All material herein is released to the
press upon receipt.

CONTENTS

	Page
FRONTISPIECE	Front Cover Page
SCHOOL CALENDARS ...	Inside Front Page
EXECUTIVE OFFICE	1
ADMINISTRATION AND FINANCE..	5
TEACHER EDUCATION AND CER- TIFICATION	10
INSTRUCTION	13
STATE LIBRARY AND MUSEUM ...	17
PROFESSIONAL LICENSING	19
PENNSYLVANIA IN HISTORY	20
SCHOOL EMPLOYES' RETIREMENT BOARD	23
CURRENT EDUCATION BULLETINS	24
PSEA CONVENTION	26
EDUCATIONAL BROADCASTS FOR MARCH	Inside Back Cover
FINANCING PUBLIC EDUCATION IN PENNSYLVANIA	Back Cover Page

April issue of

PUBLIC EDUCATION

to be omitted

To effect necessary economy in ex-
penditures, the April, 1939, issue of
the *Public Education* bulletin will be
omitted.

ANTICIPATING ANNIVERSARIES

MARCH

- | | | | |
|----|--|----|--|
| 1 | United States Department of Education established by Congress, 1867. | 13 | International Flower Show—New York. |
| 1 | Augustus Saint-Gaudens, 1848-1907. Sculptor; one of the first seven members of the Academy of Arts and Letters. Elected to the Hall of Fame in 1920. | 15 | Andrew Jackson, 1767-1845. General in the Army, Congressman, State Governor, and seventh President of the United States. Elected to the Hall of Fame. |
| 2 | DeWitt Clinton, 1769-1828. Statesman; Chief Promoter of Erie Canal. | 16 | James Madison, 1751-1836. Framer of the Constitution. Member of the Continental Congress, Secretary of the State, and fourth President of the United States. Elected to the Hall of Fame in 1910. |
| 3 | Alexander Graham Bell, 1847-1922. Inventor of the telephone; and early teacher of the deaf. | 17 | St. Patrick's Day. The day of the wearing of the green. |
| 3 | First United States Postage Stamp, 1847. | 18 | Grover Cleveland, 1837-1908. Twenty-second and twenty-fourth President of the United States. |
| 3 | Helen Keller Day. Anniversary of first meeting of Helen Keller and her teacher, Anne M. Sullivan, in 1887. | 18 | Amerigo Vespucci, 1452-1512. Italian navigator for whom America was named. |
| 4 | Pennsylvania Day, 1681. Pennsylvania joined the Union. | 20 | Charles W. Eliot, 1834-1926. Educator, chemist, mathematician, administrator, and author. President of Harvard University for forty years, 1869-1909. |
| 5 | James P. Wickersham, 1825-1891. Superintendent of Public Instruction, 1866-1881; Principal of Marietta Academy; first County Superintendent of Lancaster County; opened Normal School at Millersville; helped organize P. S. E. A. and N. E. A., editor of P. S. E. A. Journal for ten years; wrote: "History of Education in Pennsylvania." Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg. | 21 | Spring begins. |
| 6 | National Children's Week begins. | 21 | Johann Sebastian Bach, 1685-1750. German composer, especially of church music; master of counterpoint and the organ. |
| 7 | Luther Burbank, 1849-1926. Botanist, horticulturist, naturalist, and experimenter with plant life. | 23 | John Bartram, 1699-1777. First native American botanist, called "Father of American Botany." Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg. |
| 8 | Oliver Wendell Holmes, 1841-1935. Jurist; Justice of the Supreme Court of the United States; son of the Poet, Oliver Wendell Holmes, Sr. | 28 | Johann Amos Comenius, 1592-1670. Educational reformer; author of the first successful application of illustrations to the work of teaching. |
| 12 | Girl Scout Week begins. | 29 | John Tyler, 1790-1862. Tenth President of the United States. |
| 13 | International Flower Show. (Seven Days.) | 30 | Alaska purchased from Russia for \$7,200,000 in 1867. Celebrated as "Seward Day." |
| 13 | Joseph Priestley, 1733-1804. Chemist, clergyman, discoverer of oxygen. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg. | 31 | Joseph Haydn, 1732-1809. Composer; originator of the symphony. |

EDUCATIONAL MEETINGS

MARCH

- | | | | |
|----|---|----|--|
| 2 | American Association of Junior Colleges
Grand Rapids, Michigan
(three days) | 22 | Schoolmen's Week and South-eastern Convention District of the State Education Association
Philadelphia, Pennsylvania
(four days) |
| 14 | Eastern Music Educators Conference
Boston, Massachusetts (four days) | 31 | American Academy Political and Social Science
Philadelphia, Pennsylvania
(two days) |
| 17 | Fifteenth Annual Junior High School Conference
New York University, New York City (two days) | 31 | Second Annual Audio-Visual Education Conference
Pittsburgh, Pennsylvania
(two days) |
| 18 | Sixteenth Annual Rural Conference
State Teachers College, Millersville, Pennsylvania (one day) | | |

EXECUTIVE OFFICE

LESTER K. ADE, *Ph.D., Litt.D., L.H.D., LL.D.*
Superintendent of Public Instruction

CLARENCE E. ACKLEY, *M.A., Ph.D.*
Deputy Superintendent of Public Instruction

GROWTH OF PENNSYLVANIA SCHOOL SYSTEM

A recent report from the office of the Superintendent of Public Instruction reveals a remarkable growth in the school system of Pennsylvania. Covering the period from 1920 to 1937, the report indicates advancements made in such phases of the school system as the number of districts, enrolment, number of schools, teachers and advisers, school finances, and other major aspects of public education.

Trend Toward Larger Units

The general movement towards the development of larger attendance areas has reduced the number of school districts from 2,590 to about 2,582 from 1920 to 1937. Likewise, the number of one-teacher schools has been lowered from 10,422 to 5,537, and the number of school buildings from 15,302 to 11,337. Similarly, the number of small secondary schools has been cut down. Two-year secondary schools have been reduced from 288 to fifty-four, and three-year secondary schools from 262 to seventy-one. These reductions reveal an improvement in the efficiency of educational service over the seventeen-year period.

Rise in Enrolments

Other aspects of the public school system have also shown a wholesome growth. Consolidated schools have increased from 115 to 872; the enrolment of secondary school pupils has risen from 135,239 to 639,103. The number of secondary school graduates has likewise increased from 15,172 to 75,302. The total public school enrolment in 1920 was approximately one and one-half million, while in 1937, it jumped to approximately two million.

Growth in Teacher Service

Teaching service has experienced a rapid growth during the period covered by the report. The total number of teachers increased from 44,862 to 63,309. Included among these are kindergarten teachers which increased from 348 in 1920 to 543 in 1937. Junior High School teachers increased from 824 to 6,164 while other secondary school teachers grew from 6,336 to 14,561.

In special fields of education a remarkable increase in the teaching staff is noted, as follows: teachers of art increased from 199 in 1920 to 983 in 1937; teachers of commercial subjects from 315 to 1,863; teachers of homemaking from 413 to 1,310; teachers of industrial education from 351 to 1,394; teachers of health education from ninety-seven to 2,815; and teachers of music from 213 to 1,491. It is likewise interesting to note that the number of teachers increased from 7,207 to 16,636 from 1920 to 1937, while women teachers increased from 37,655 to 46,672. District superintendents increased from 134 to 176.

Financial Figures

The wholesome extension of educational service revealed in the above figures obviously involves an increase in the cost of education over the seventeen-year period. Accordingly,

while the tax receipts for educational purposes in 1920 were \$95,285,815, they rose to \$235,257,989 in 1937. These receipts included local taxes, state appropriations, borrowing, and other sources. Expenditures for educational purposes experienced similar growth. In 1920, the expenditure for educational purposes amounted to

\$84,638,660, while in 1937, they amounted to \$219,587,669.

School Growth in Pennsylvania

The following table contains a summary of the data showing the growth of the public school system from 1920 to 1937:

Item	SCHOOL YEAR ENDING	
	1920	1937
School districts	2,590	2,582
One-teacher schools	10,422	5,537
Consolidated schools	115	872
School buildings	15,302	11,337
Elementary pupils	1,457,262	1,306,798
Secondary school pupils	135,239	639,103
Total enrolment	1,592,501	1,945,901
Secondary school graduates	15,172	75,302
<i>Number of Secondary Schools</i>		
Non-classified	—	2
Two-year	288	54
Three-year	262	71
Four-year	404	515
Junior	—	202
Senior	—	55
Junior-Senior	—	292
Rural vocational	28	52
Total	982	1,243
<i>Teachers and Supervisors</i>		
Kindergarten	348	543
Elementary	37,354	37,057
Junior high	824	6,164
Senior high	6,336	14,561
Other teachers	—	665
Supervising officials	No data	4,318
Total	44,862	63,309
<i>Classification of Teachers</i>		
Teachers of art	199	983
Commercial subjects	315	1,863
Homemaking	413	1,310
Industrial education	351	1,394
Health education	97	2,815
Music	213	1,491
Men teachers	7,207	16,636
Women teachers	37,655	46,672
County superintendents	66	66
District superintendents	134	176
<i>Receipts</i>		
Local taxes	\$57,755,289	\$131,199,735
State appropriation	10,832,703	34,812,283
Borrowing	11,487,727	32,598,080
Other sources	15,210,096	36,647,891
Total	\$95,285,815	\$235,257,989
<i>Expenditures</i>		
General control	\$ 4,024,032	\$ 7,236,873
Instruction	47,983,002	113,890,158
Repairs	3,085,329	5,341,884
Capital outlay	7,949,063	27,213,592
Other purposes	21,597,234	65,905,162
Total	\$84,638,660	\$219,587,669

EXECUTIVE OFFICE—Continued

KEEPING UP IN AVIATION

Keeping up in aviation may have connotations other than altitude. The youth of America are vitally interested in aviation. It has become a part of their everyday living. They hear the roar of planes overhead, they pass by landing fields, they listen to conversation about the latest features in aviation service, they are surrounded with headlines of activities in this field, hardly a motion picture goes without the accompaniment of aviation, either as a news feature or a part of the drama, radio broadcasts, and latest air news.

Careers Ahead

Many of our young men will find jobs in aviation and closely affiliated industries. All accept aviation as the modern method of transportation. It, therefore, falls to the schools to not only keep children and youth up in their aviation, but to plan activities which look toward the preparation of youth for choosing careers in this industry, which is fast becoming a major factor in American life. In addition to the incidental information which they gather from conversation, observation, radio, and motion pictures, a systematic program of instruction may be developed from the use of current literature, particularly current books in the field of aviation. Teachers who are alert to keep pupils alive to contemporary living are constantly in search for the latest book or magazine article dealing with some phase of this interesting enterprise.

Aviation Literature

Our public schools should accept as one of their responsibilities the task of selecting and providing abundant, authentic, and timely literature for the children and youth who are enrolled. Libraries may well make it a point to establish an aviation corner or section where collections of books and magazines in this vital field are constantly accessible to every child who may find it interesting to visit such a department.

TO SERVE, NOT TO "JUDGE" PUPILS

There is no excuse for failure in a secondary school. It is not the function of the public school to decide whether or not a pupil fails. The public school is purely a service institution which is established and maintained to serve the children and youth of the Commonwealth. To illustrate the principle, let us suppose that a tourist, finding his car in need of service, turns it over to a garage. The function of the garage is to diagnose the car and prescribe corrective treatment. It is hardly in the prerogative of the garage to condemn the car and require the tourist to purchase a new machine. It is, likewise, hardly the function of the garage to turn the machine away without exercising its means of improving the machine. Much less is it the function of the garage to futilely attempt to convert the Chevrolet, which the tourist turned in, into a Packard.

—Forrest E. Long

WORK IS NOT A WAY OF LIFE

A notable trend that must be recognized by modern secondary education is that work will not be a *way of life* in the sense that it has been. More and more the work of the world is becoming mechanized. To those engaged in these mechanical operations, life begins after the day's work is over, and before the day's work starts. It is easy to understand that an individual who spends his work hours merely pressing a pedal on a machine cannot regard his work as a way of life. He awaits only the signal that calls him away from the machine to begin to live.

1939 World's Fair Affords Educational Opportunities

The World's Fair which will be held in New York during 1939, offers rich educational opportunities to children, youth, and adults who may find it possible to attend. Many schoolmen of Pennsylvania have planned group tours for pupils and arranged an itinerary which comprises not only the interesting and educational features of the Fair, but important points along the way and in other parts of the great city. Under the guidance of competent men and women, attendance at this great event will inevitably yield worthwhile educational returns. The Fair provides opportunities for teachers as well as pupils.

Building Tomorrow

The program has been developed around the theme "Building a World of Tomorrow With the Tools of Today." It commemorates the launching of the United States Government under the Federal Constitution a century and a half ago. The great nations of the world, our Federal Government, the several states and territories, and national and local industries are presenting an inspiring glimpse into the world of tomorrow.

Educational Exhibits

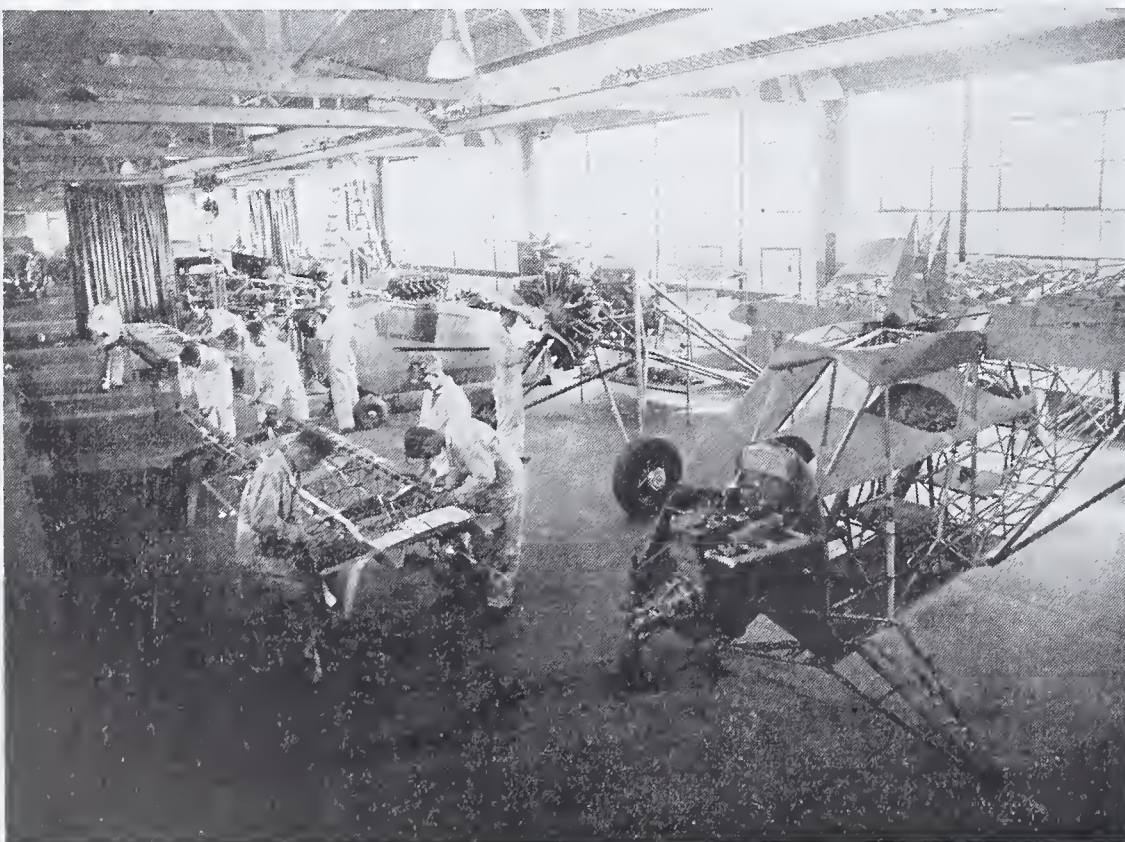
Education as the greatest force upholding civilization will be made one of the major exhibits at the Fair. The educational exhibits are located in the main hall with an entrance fronting on Constitution Avenue. The auditorium will be used for lectures and pictures depicting education for the children of tomorrow. A demonstration school in which visitors will be able to observe the actual function of the secondary school and elementary classes will be conducted. Polarized glass screens will make it possible to observe the children without their being conscious of it.

Theme

The theme of the entire exhibit is the role of education as a force standing between civilization and catastrophe. The struggle of the child to free himself from the emotional ties of infancy; of the youth to lay the foundations of former living, of economic security, of successful living; of the citizen to become an independent cooperative member in a democratic society, will be dramatized against the possible catastrophes that would follow. In every sense the Fair will be a positive force in education utilizing the most modern methods in depicting the contributions of education.

Pennsylvanians Attend

At the present time many educators in Pennsylvania are planning group tours for pupils at a nominal sum in order to avail themselves of the contributions in education that are being made through the exhibits at the Fair.



Groundwork for Aviation

EXECUTIVE OFFICE—Continued

Problems for Convention Groups

There are many active sectors on the educational frontier today. Professional groups, study organizations, and various social and civic agencies who are interested in advancing the cause of education, are at present concerned with many issues. Through conventions, conferences, and contributions to current educational literature, these problems are kept in the forefront of almost every discussion that relates to education.

Of particular interest to the present teaching forces of the Commonwealth and the nation are the following topics:

1. Secondary school graduation standards
2. Secondary school program of studies
3. New standards for the appraisal and accreditation of secondary schools in America
4. Possibilities of the county vocational school
5. The program of the Pennsylvania Public Service Institute
6. The distributive education program in Pennsylvania
7. Existing extension education legislation
8. The directed correspondence study plan
9. Organizing community councils for local social planning
10. The youth problem in Pennsylvania a responsibility of the local school
11. Needs and possibilities of the junior college
12. Improving the educational program through use of the survey technique
13. The proposed county supervisors of special education
14. Needed developments in special education
15. The provision of psychological service in the public schools
16. The emerging secondary school curriculum
17. The curriculum for the non-academic pupils
18. The changing curriculum and administrative changes
19. Supervision and the changing curriculum
20. Utilization of environmental resources in curriculum building
21. Utilizing pupils' interests in curriculum building
22. Trends in the elementary curriculum
23. Psychological foundations of curriculum development
24. The reorganization of the social studies program.

DATES FOR EDUCATION CONGRESS
October 4 and 5

The committee, appointed by the Superintendent of Public Instruction to plan the program for the Education Congress for 1939, has announced that this meeting of school officials and lay leaders will be held in Harrisburg, on Wednesday and Thursday, October 4 and 5.

The Education Congress is called annually by the State Superintendent to discover and discuss the common crucial problems pertaining to the public school program in the Commonwealth. It has been intimated by the committee that one of the main topics of the forthcoming Education Congress will be the child guidance and improved opportunities for sixteen- and seventeen-year old youth.

Approximately 2,000 folks attend the Congress each year.

SAFETY EDUCATION

Safety education represents an area which is developing rapidly out of social needs. The recurring evidences of carelessness and neglect are all too frequent demonstrations of the grave importance of this problem in our American life. Safety has vast opportunities for motivating instruction in other school subjects, pioneering in a field in which the support and the cooperation of the general public will be forthcoming, and for developing attitudes and habits needed in everyday life situations.

—Agnes Samuelson

TWELVE BIG PRINCIPLES

The value of time.
The success of perseverance.
The pleasure of working.
The dignity of simplicity.
The worth of character.
The power of kindness.
The influence of example.
The obligation of duty.
The wisdom of economy.
The virtue of patience.
The improvement of talent.
The joy of helping others.

TRENDS IN POPULATION

From data compiled in a recent survey it is evident that the population of the United States has undergone significant basic changes since the turn of the twentieth century. These changes may be summarized in five trends which are peculiarly important to those groups in our country which have as their purpose the formulation and execution of social objectives.

The first of these trends is a definite slowing down of population growth. A widening difference between the rates of natural increase for certain groups is a second significant population trend. A third trend is the steady rise in the average age of the population. New geographic concentrations of the population, a fourth trend, is coming about through a redistribution of people in relation to natural resources and social institutions. The fifth significant population trend is the shift in emphasis from the productive and extractive occupations to the mechanical, managerial, professional, and service occupations.

KNOWLEDGE

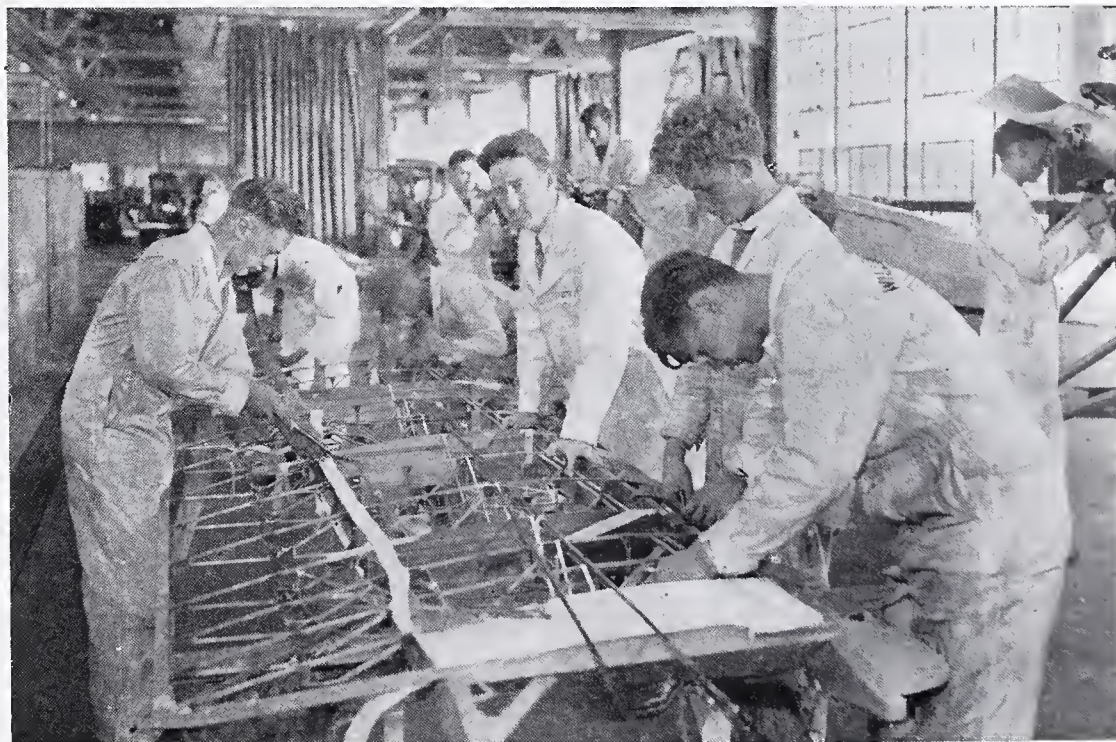
The extermination of ignorance should be carried out on a world scale. No nation can boast that it is sufficiently educated. Nobody has sufficient strength to conquer ignorance single-handedly. Knowledge should be universal and should be supported in full cooperation. Ways of communication know no limitations. Thus also the path of knowledge should flourish through exchange of opinion.

—H. K. Roerich

STODDARD TO PHILADELPHIA

Dr. A. J. Stoddard, Superintendent of Schools, Denver, Colorado, and formerly superintendent of Providence, Rhode Island schools, has accepted the Superintendency of the Philadelphia schools.

Doctor Stoddard will take over his new position in the fall of 1939.



Putting a Plane Together

EXECUTIVE OFFICE—Concluded

HOW I WOULD USE A MAGIC WAND

DR. J. W. STUDEBAKER
U. S. Commissioner of Education

If I could turn magician and wave a wand over the United States, this is the way I would reform our educational system:

I would eliminate from elementary and secondary school curricula the subject matter which is not adjusted to children's interests and needs. This would be done in anticipation of a definite organization for lifelong learning among adults.

All Adolescents in School

I would so modify and improve the secondary schools that practically all adolescents of secondary school age would find interest and educational profit in remaining in secondary school until they were eighteen or nineteen years old. The proposed modification of the school program would include a certain amount of practical occupational activity but only to the extent that it could contribute to the student's education. Result—secondary schools would hold in their wholesome environment the 3,500,000 youth of secondary school age who now are not in school and are competing with adults on the labor market. Total secondary school enrolment would then be 10,000,000.

Quadruple College Enrolments

I would quadruple the college enrolment and increase the number of colleges if necessary. Result—4,000,000 students in college (four-sevenths of the entire college-age group) instead of 1,300,000.

I would see to it that those who do not attend or complete college as well as all college graduates, except those relatively few who expect to continue their preparation in professional schools, were made vocationally competent to earn their living before leaving school or college.

How to Make a Living an Objective

While the broad purpose of education is to "make a life," one's life may be ruined if he

cannot make a living. I would give the students as much general education as possible while achieving one of the basic purposes of adolescent and adult education, which is to equip people to work. If college graduates could be self-supporting they would be more inclined and more able to marry earlier than they now do. That would be natural.

Nursery Schools to Adult Classes

I would organize education from nursery school through adult life in a thoroughly democratic scheme in which the learners could share more readily and completely their common knowledge, ideas, and aspirations.

That seems like a large order, doesn't it? But it could be accomplished. Take the ordinary secondary school student—and 64,000,000 out of the 76,000,000 adults in the country did not finish secondary school—we think he must be stuffed with all the information an adult needs. It is assumed that his education largely stops after secondary school.

Make College Fit Needs of Students

The result? Much of the subject matter is beyond him, and therefore doesn't really interest him. How can a secondary school student get a grasp of the whole field of government when he has not yet reached the voting age and in that important sense he is not actually helping to manage the Government? As an adult he is more concerned about governmental matters because he is engaged in the management of his community and of the country in general.

While I would increase college facilities I would not expect that all colleges would offer the same opportunities. Moreover, more of the colleges would offer a great variety of opportunities designed to appeal to the different interests and aptitudes of the students. I would like to see more courses planned to meet the needs of special groups. The farmers

go to college at the University of Minnesota, for example, to take a two-week intensive course in some subject of interest to them at the time. They don't go to college for credits or degrees. They go because they need information.

That, in brief, is my idea of a college or university: It is an institution which thinks of service to adolescents and adults in terms of their needs rather than merely in terms of college degrees or credits.

Free Discussion of Controversial Issues

In my educational scheme I would not forget that controversy is an inescapable part of the democratic process. It is one of the vital elements of democracy at work. One of the biggest contributions that the secondary school and college can make is to turn out graduates who have been educated in the discussion of controversial issues. Yet I have known of school situations in which the discussion of controversial issues has been prohibited.

Adequate provision for the mutual exchange of ideas and beliefs is indispensable to the achievement of the "abundant life," to the further development of democracy. It forestalls dictatorship. Recognition that controversies are natural in a free society, keeps alive processes involved in the exchange of ideas.

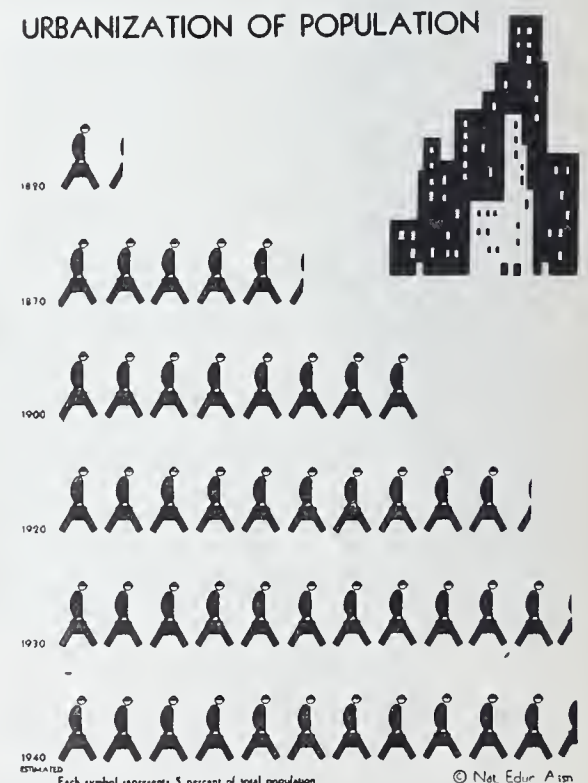
Adults to Work Twenty-four Hours a Week

May I extend my Utopia beyond the educational system? I would like to see adults able to make a living by working not more than twenty-four hours a week. It would be assumed that they would then spend six hours a week in systematic study of civic problems—local, State, national, and international under policies democratically established by local authorities. The remainder of the week they would spend in hunting, fishing, music, painting, study to improve vocational ability.

Utopia? Perhaps it is not far off.



How Land Transportation Figures in Aviation



Population Travels Cityward

ADMINISTRATION and FINANCE

DONALD P. DAVIS, M.A., Ph.D.

Director, Bureau Administration and Finance

CARL D. MORNEWECK, M.S., Ph.D.

Assistant Director, Bureau Administration and Finance

TUITION LOAD RELIEVED BY STATE FUNDS

The payment of the tuition of secondary school pupils attending schools in other districts has proved a heavy financial burden for many school districts. However, beginning with the school year 1939-1940, this situation will be greatly relieved. Most school districts which are required to pay secondary school tuition, will receive from the Commonwealth reimbursement varying from thirty per cent to sixty per cent of the total cost of such tuition. The percentage of the total cost paid by the Commonwealth varies with the financial ability of the district, the less able districts receiving the larger percentages of reimbursement. In the past, the contribution of the Commonwealth toward the payment of such tuition costs has been relatively small. Therefore, this contribution by the Commonwealth, should, in the future, offer considerable relief to the taxpayers in many school districts.

Aided in Providing Transportation

A new schedule of reimbursement for transportation is also effective as of 1940-1941. Districts which are now receiving appropriation equivalent to fifty per cent of the cost of transportation, will receive fifty, fifty-five, sixty, or sixty-five per cent of the cost—the more able districts receiving the lower rates and the less financially able districts the higher rates indicated. Under the new schedule, districts which are now receiving sixty per cent will receive seventy or seventy-five per cent, and districts which are now receiving seventy-five per cent of the cost will, under the new schedule, receive eighty or ninety per cent of the cost. The maximum yearly amount which any district may now receive is \$3,000 or \$4,000, depending on the financial ability of the district. Under the new schedule, the maximum yearly reimbursement is increased to \$8,000.

Help for Handicapped

Numerous urban centers will benefit from the new provision which makes it possible for the Commonwealth to reimburse the district for a considerable part of the cost where transportation is provided for physically and mentally handicapped children enrolled in approved special classes. In the past, the entire cost of such transportation has been paid by the local school district.

In determining standards to be attained in the respective grades, all of the helps contributed by child psychology and by psychological and educational tests should be utilized. These contributions convince us that we might yet have much to learn about the detailed growth of capacities in children. This emphasizes the need for making the gradation and sequence of work very flexible.

Lester K. Ade

COUNTY EDUCATIONAL PLANNING

RAYMOND W. ROBINSON

Chief, Division of Consolidation and Transportation

Purpose

The basis for County Educational Planning in Pennsylvania is Act 157, of the 1937 General Assembly. The purpose of the new Plan is the development of a more efficient system of public schools. The need of this improvement has been emphasized by a half-dozen or more studies and surveys, each of which presented the conclusion that a larger unit of school administration is one of the prime needs in Pennsylvania.

New Technique

Prior to the enactment of the Merger Law, "Act 157," there were two legal techniques for developing larger units. One of these was the Union School Bill which made merging possible by the consent of the electors. The other was the joint board procedure in which two school boards united to operate a school which would accommodate a larger attendance area. It is significant to note that in both these techniques only local planning is involved. No machinery for planning on a county-wide basis had been adopted prior to 1937.

Legal Aspects

LEWIS F. ADLER

Adviser, Division of School Law

Difficulties

In attempting to carry out the provisions of Act 157, educational authorities ran into some difficulties. In a half dozen instances in which the constitutionality of certain provisions of the Act was challenged, the courts almost in one accord gave negative decisions. The points of contention were the "number of teachers" clause, the "ten or less teachers" clause, and the "January 1, 1937" date stipulated in the Act.

Two Classes of Districts Affected

These court actions were taken after the Act had been in force for some months. Accordingly, there were two classes of districts affected by the decisions. First, those districts which had effected mergers in accordance with the provisions of the Act, and second, those which had not complied with the Act at all. The effect of the decisions on those districts which had effected mergers is that these mergers would hardly be sustained; for it is the belief of those who have studied the matter that the Act can hardly be sustained in its present form. Similarly, districts which had not complied with the Act will hardly be subject to any action in the light of the present status of the law.

Efforts to Amend

Amendments designed to correct the alleged unconstitutional provisions of the Act were introduced in the special session of the General Assembly in 1938. These amendments failed to pass. Accordingly, the Act remains in its original form as of 1937.

Constructive Force

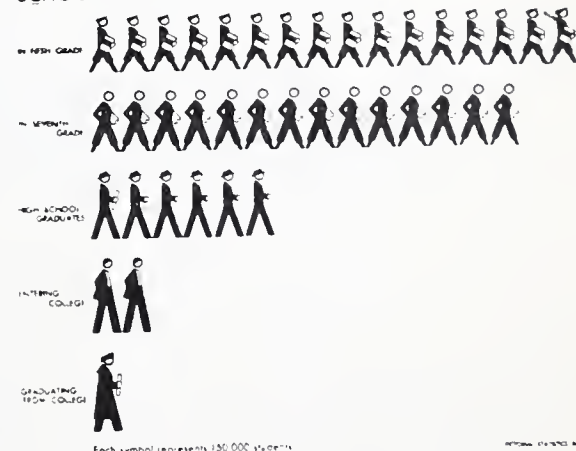
Aside from the unconstitutional provisions of the Act, there is much in it which offers unlimited possibilities for the improvement of the educational system of the Commonwealth. The county boards still function. They retain their powers, rights, and duties. Among these powers and duties is the encouragement of surveys of educational conditions within the county, with a view to developing larger and more efficient attendance areas and units of administration. In Pennsylvania, there are approximately 1,400 districts having ten or fewer teachers, most of which could advantageously merge in one way or another. This vast program is still in operation under Act 157.

Thompson Plan

The Thompson Plan, which is closely related to Act 157 in purpose, has not been challenged with respect to constitutionality. However, at present this plan is at a standstill because the selling of bonds to finance it could not be accomplished in time to match the P. W. A. grants which were available when the plan was begun. By the time the Commonwealth could negotiate the sale of the necessary bonds, the P. W. A. had allocated its money to other projects in Pennsylvania and in other states.

(Continued on next page)

SCHOOL ATTENDANCE TODAY



*Of Sixteen Pupils Who Enter Grade Five,
One Graduates from College*

ADMINISTRATION AND FINANCE—Continued

COUNTY EDUCATIONAL PLANNING

(Continued from previous page)

Wide Stimulation

Despite the ostensible inactivity under the Thompson Plan at present, it has already stimulated educational planning on a county-wide basis in a most forceful manner. There are no deadlines in connection with the fulfillment of the projects in process under the Thompson Plan. The next National Congress may determine how far Pennsylvania may proceed with this vast program. Likewise, the incoming State administration will be a deciding factor in the further progress of the Thompson Plan. In any event, there are possibilities of realizing a great majority of the projects.

Secondary Education in County Planning

H. FRANK HARE

Chief, Division of Secondary Education



Backward Conditions

The implications of county planning with respect to the program of instruction are of particular significance. More than one secondary school out of four in Pennsylvania has fewer than 100 pupils. Approximately 325 out of 1,250 secondary schools have fewer than twenty-five pupils each. In one of our wealthiest and most populous counties there are three secondary schools of the latter kind. It is startling to find that over half of the secondary schools of the State offer little more than the traditional academic program of instruction.

Larger Centers

The development of larger attendance areas holds bright hope for the improvement of these backward conditions. The hope lies in the fact that under Act 157, a County Board of School Directors will supervise the choosing of sites and the development of school plants. It will also play an important part in organizing school districts and attendance areas into larger units. If these developments go forward successfully, the small, inefficient schools will combine to create larger and more efficient schools.

Greater Harmony

County planning is necessary, for it frequently happens that local districts are unable to come to an equitable agreement in the interest of a common school situation. Frequently, purposeful and wholesome cooperation are replaced by a spirit of competition among small local districts at the expense of desirable improvements in the school program for the pupils. It is not the Department of Public Instruction, nor the General Assembly, which is in a position to regulate these situations. But the County Board of School Directors, which is relatively close to the scene and which is sympathetic with the needs and interests of the county and which represents all the local districts within the county, is in a most advantageous position to stimulate the harmonious development of larger school centers.

Improved Type of Organization

The Department of Public Instruction, however, is stimulating the development of an improved program of instruction by encouraging

the reorganization of secondary schools on a six-year basis, with three years in the junior high school and three years in the senior high school. The Department is likewise recommending that junior high schools (grades VII, VIII, IX) should offer, in addition to the traditional subjects, such desirable learning activities as art, music, health, homemaking, and industrial arts. It likewise advocates that senior high schools (grades X, XI, XII) should offer the following curriculums to meet the varying needs of the secondary school enrolment: college preparatory, general education, business education, homemaking, industrial arts, and agriculture.

Elementary Education in County Planning

DR. CECILIA U. STUART

Chief, Division of Pre-School, and Elementary Education



Diversified Activities

While still in a more or less speculative stage, the development of improved instruction under Act 157 has been definitely stimulated. With the implication that 180 pupils should constitute a minimum elementary school population, much can be done in the way of providing a greater variety of learning activities in much more favorable school environment than at present. Especially is this true of kindergartens. Larger school centers will make available for a kindergarten a sufficient number of children to constitute a good pre-elementary school.

Wider Sphere of Associations

Furthermore, with the greater number of pupils and teachers working together, there will be much freer and wider human associations which are a definite educational advantage. Teachers, themselves, will be able to associate more freely and they can exchange professional points of view. There will be more talent to work with in the larger center. There will, likewise, be a greater variety and amount of materials of instruction. Activities in music, science, health, recreation, and other special fields will be available to all.

A Caution

In this larger school situation, especially on the elementary level, we should be alert to preserve such desirable features as characterize the smaller school situation, where the teachers come to know the children individually, and where local community interest is strong. These characteristics can be preserved if they are purposely planned in the expanding attendance area.

Special Education in County Planning

DR. T. ERNEST NEWLAND

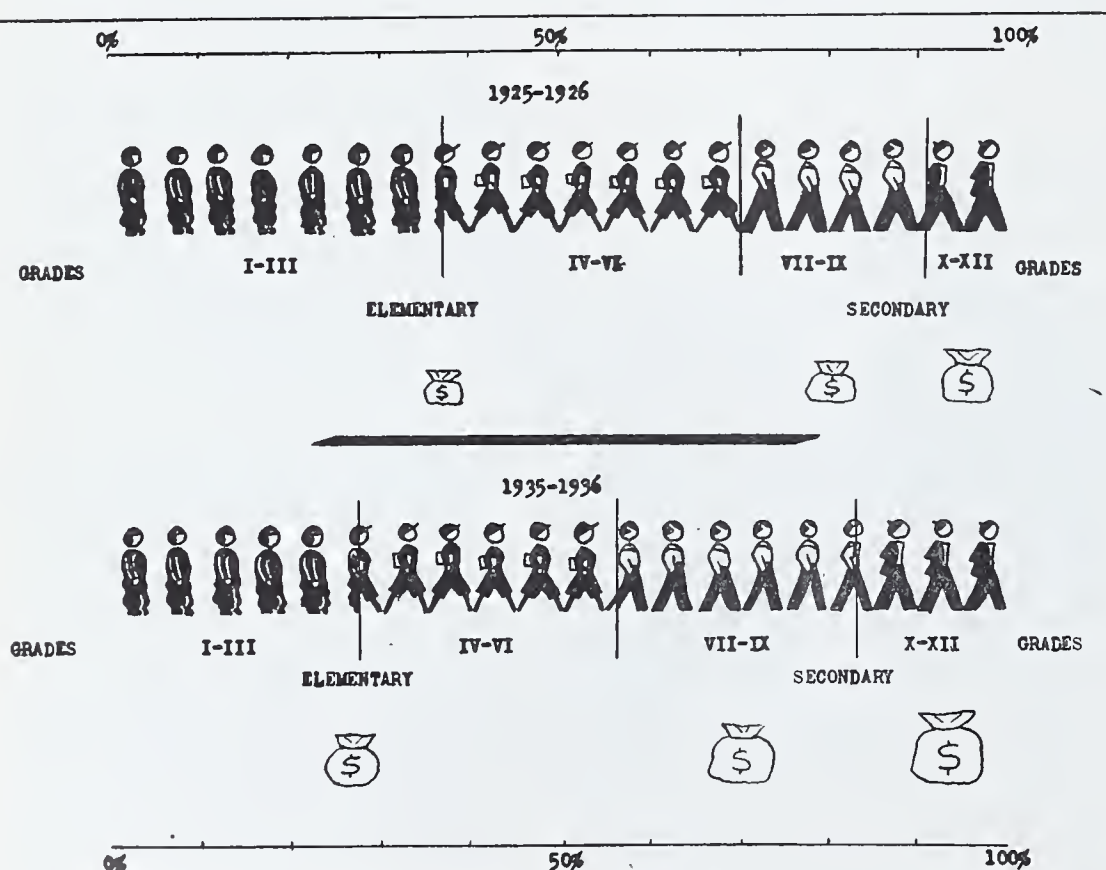
Chief, Division of Special Education

All Grades

Special education in Pennsylvania comprises adapted educational services for pupils in both the elementary and secondary levels. It should therefore be thought of as comprising all ages of public school pupils.

(Continued next page)

ENROLMENT IS INCREASING IN UPPER GRADES, WHERE COSTS ARE HIGHEST



Each figure represents 5 percent of the total school enrolment

While Enrolments Are Decreasing in the Lowest Grades, They Are Increasing in the Highest Grades of the Public School

ADMINISTRATION AND FINANCE—Continued

COUNTY EDUCATIONAL PLANNING

(Continued from previous page)

Sufficient Enrolment

The larger attendance area will give impetus to the development of special classes. With a larger enrolment within the school center, there will be sufficient pupils of particular classification groups to make up a sizable class for special education. In many cases it will be possible to organize special classes of a particular kind, such as for the hard-of-hearing, or mentally retarded, or partially sighted. Where this is not possible, there will obviously be sufficient pupils requiring special education to make up a composite group.

Types of Pupil

The program of special education recognizes some ten types of pupils. It is estimated that approximately ten per cent of the school population, by and large, could profit materially through special education services. The makeup of the special education population in Pennsylvania may be seen from the following figures, which indicate the number of pupils of each type in Pennsylvania:

Type of Pupil	Number
Mentally Retarded.....	3 in 100
Mentally Superior.....	2 in 100
Deaf.....	6 in 10,000
Blind.....	1 in 600
Hard of Hearing.....	3 in 1,000
Partially Sighted.....	1 in 500
Specially Defective.....	2 in 500
Physical Delinquent.....	2 in 100
Crippled.....	2 in 100

Services

Special education in the modern program is thought of in terms of services rather than classes. The public school attempts to offer these atypical or handicapped children such needed services as examinations, diagnosis, special instruction, transportation, board and room as required, and the like. In developing the program of instruction, the organization of classes is adapted to meet the immediate situation. In some instances single classes may be organized for each type of special pupil. In other instances, joint classes are formed where several types of pupils are housed together for their activities. There are also special education centers where pupils of a county or a smaller area are brought for instruction. There is, likewise, home instruction for those who are not able to come and go to special classes outside.

Extension Education in County Planning

A. W. CASTLE

Chief, Division of Extension Education

Crucial Need

Any movement that will prove the effectiveness of our educational service is of vital importance to our extension educational program. In fact, conditions among older youth and certain groups of adults are such as to make it almost imperative for society to step in and either improve the effectiveness of certain aspects of our school program, or provide other agencies to meet present crucial needs.

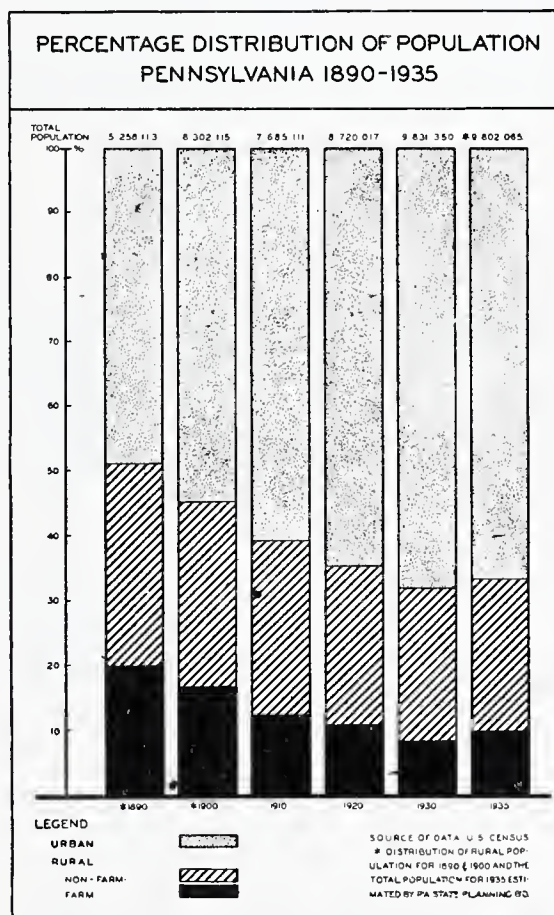
Crime and Delinquency

Some of the facts which provoke such consideration are the following: Twenty-one years is the average age of America's thousands of criminals; nineteen years represents the age of

the largest age-group of criminals. There are in Pennsylvania 600,000 children of teen age that are not in school. Criminals are increasing five times as rapidly as the general population and juvenile delinquents are increasing eleven times as rapidly as the general population. Unless our educational program can cope with this situation more effectively than is being demonstrated at present, it is not unreasonable to expect our schools to become subordinated to other welfare agencies which respond to this dire need.

Correspondence Courses

It may be added that approximately 2,000,000 folks in America are availing themselves of correspondence instruction through commercial institutions at a cost of \$7,000,000 a year. The question may be asked, is it not the responsibility of the public school to provide this needed instruction to these 2,000,000 youth and adults?



Rural Population Shows A Slight Increase for 1935

More Adequate Services

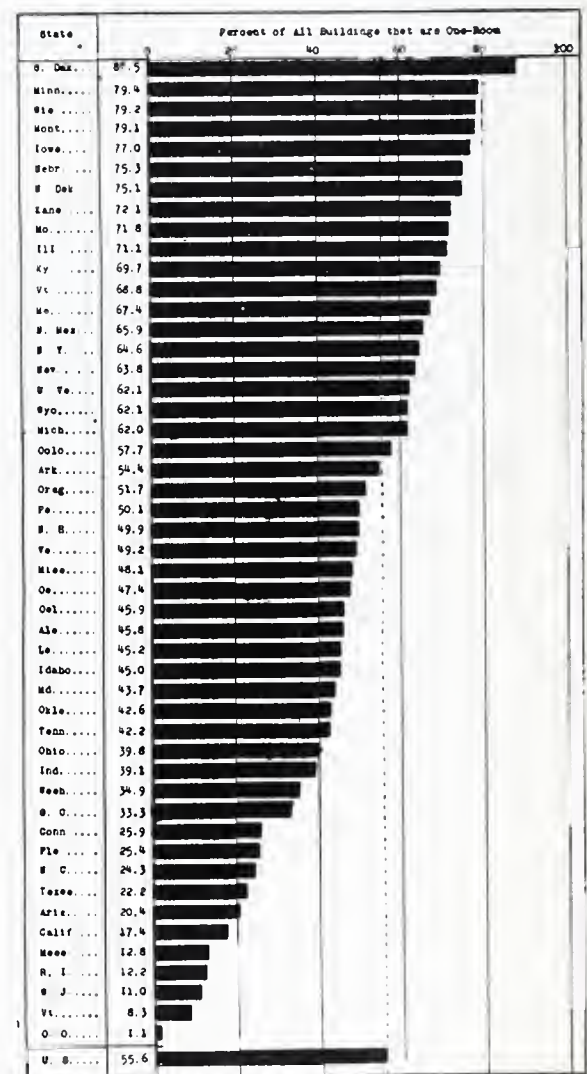
Extension education enjoys the same advantages under Act 157 as are enjoyed by the regular secondary schools. It is possible that extension education, even more than the regular secondary school, requires county planning. Such planning would greatly facilitate the development of adult civic education, classes for parents, and the planning of joint projects between districts. The new auditoriums and gymnasiums that are being made possible under the present expanding plan are likewise invaluable adjuncts to our extension education program. Cafeteria, motion picture equipment and slides are of definite aid in carrying out our civic education program and our open forums. Full-time teachers are likewise needed as well as expanded and diversified curricular offerings.

School Attendance in County Planning

DR. CARL D. MORNEWECK

Chief, Division of Child Accounting and Research

Planning involving districts represented not only by the county superintendent, but also the areas represented by district superintendents, is essential in considering the general welfare of boys and girls. The question of paramount importance is how many conditions be brought about most conducive to the improvement of attendance with the resulting better educational conditions? County planning should give serious consideration to a number of provisions directly or indirectly affecting attendance.



ADMINISTRATION AND FINANCE—Continued

COUNTY EDUCATIONAL PLANNING

(Continued from previous page)

It is not to be inferred that attendance officers of the State are highly inefficient and undesirable. There are many whose education and rich experience in understanding psychological, social, and economic problems has made their services most valuable. On the other hand, as we look to the future, a plan should include an employee whose education includes a background derived from sociology including a study of the family, and techniques of social work; from psychology, especially abnormal psychology, social psychology, and mental hygiene; from economics including all phases of social security; from biological science, especially as it involves health; and from education in courses dealing with child welfare and school law. Such an individual has not only the knowledge, but also the technique for administering problems of attendance with its many ramifications. The cooperation of the home is necessary and the home and school visitor is the key person to analyze attendance problems involving the home, the child, and the school.

Individual Needs and Interests

Larger attendance areas make possible diversified offerings more nearly meeting the individual needs, interests, and capacities. One of the serious educational obstacles in the way of maintaining attendance on a high level is the lack of a properly motivated program. Provide such a possibility and attendance problems are relegated to a negligible quantity. Requiring attendance at the upper age levels without a suitable program aggravates an attendance problem already existing, but providing large attendance areas in our county plan to provide a diversified program will have a salutary effect.

Transportation

Mandatory transportation of pupils living two or more miles from the nearest school to which they are eligible beginning after July, 1939, will augment the number of pupils, especially in the secondary division, possibly as much as any single factor in the past few years. The provision of this opportunity was a most necessary one, otherwise the provision of the law excusing persons two or more miles from school would still have made it impossible to have sixteen- and seventeen-year pupils attend school.

The provision of transportation for this large group of affected pupils will not only increase the number of pupils in school, but it will also guarantee regular attendance which would no doubt have been greatly affected by distance from school and bad weather.

Secondary Attendance

County planning should take into consideration coordination of the problems of attendance where pupils living in districts having no secondary school attend in another district. Even though the laws make provision for enforcement, there is at present a "twilight zone" in which neither the sending district nor the receiving district act. Larger administrative units eliminate this handicap. In those cases where pupils from one district are assigned to another administrative unit, consideration should be given to an attendance officer or home and school visitor who is employed jointly. Such an arrangement will likewise overcome this defect.

Extra-Class Activities

County planning with larger administrative units and attendance areas will further reduce irregular attendance or dropping out of school

because of the availability of many extra-class activities. These are made possible because more students and sponsors with diversified interests and abilities are available in one school center. How often in our city districts the band, the a capella choir, the newspaper, dramatics, the debating team, the camera club, or a managership has been the factor deciding a pupil's desire to return to school. The larger attendance unit, made possible by county planning, opens here an opportunity for boys and girls which has a very definite part in maintaining not only regular attendance, but also continual attendance in school.

The five problems mentioned are not necessarily meant to be all-inclusive, but those centering about the home and school visitor or attendance officer, broader offerings, including extra-class activities, mandatory transportation for pupils living two or more miles from the nearest school to which they are eligible, and coordination of the work of attendance in both sending and receiving district, should be given paramount consideration when attendance is under discussion in county planning.

The School Plant in County Planning

DR. HUBERT C. EICHER
Chief, Division of School Plant

Plan

Any change in the size of the school area served affects the school building in plan, but not essentially in design or construction. It may carry any of the traditional or standard types of design best adapted to the community and the structure may comprise fire-resistive, semi-fireproof or non-fireproof materials, provided the plant does not exceed two stories in height.

Size

The size of certain units and the type and cost of equipment for these are not affected by the size of area served. For example, a regular classroom to accommodate thirty-five pupils may be treated as a constant in planning for large or small service areas. Other units may be treated likewise.

Variables

The combination of required units making up the school plant, with certain special room assignments, determines the variables affected by county planning. These variables are defined by, (1) cost to the district, (2) educational return on capital outlay in building and equipment, (3) delegation of responsibility, or centralizing authority in a few rather than in many directors, and others.

Advantages

County planning should affect the school plant

1. By assuring a plan in which the required educational program will function effectively, efficiently, and economically.
2. By providing a central authority for transacting all business involved in putting into effect the housing program.
3. By guaranteeing a justifiable return on all capital outlay.
4. By maintaining a cooperative research and continuing study of the school plant needs both within and without the county.

Therefore, if county planning is treated as synonymous with conservative, scientific, and economic planning, it becomes an asset in the educational program of school districts.

Summary of Features in County Planning

J. HUGH HENDERSON
Adviser, Division of Secondary Education

The specific developments in connection with the county educational planning in Pennsylvania under the Merger Law and the Thompson Plan have been tabulated in order to present a greater picture of the scope of this vast movement.

Tabulation of Planned Improvements

The tables which follow show the improvements contemplated under the new program. Figures in the left-hand column indicate the present status of the school situations throughout the State, those in the right-hand column suggest the anticipated status after the county plans become effective.

a. Administrative Units

Item	Present Status	Ultimate Status
Total number of Units...	1,968	558
Population:		
Under 5,000	1,860	328
5,000 to 30,000.....	108	230
Offering twelve years of instruction	625	479
Organized on 8-4 plan...	1,651	79
Organized on 6-6 plan...	317	479
Enrolling at least 750 pupils	220	341
Parties to a joint agreement for—		
Elementary schools only	7	0
Secondary schools only.	64	0
Elementary and secondary schools	38	0
Dependent upon other districts for—		
Elementary school	2	0
Secondary school	1,227	66
Senior high school....	114	13
True Valuation per teacher—		
\$25,000 or less	110	—
\$25,001 to \$50,000.	595	—
\$50,000 to \$75,000.	418	—
\$75,001 to \$100,000.	280	—
\$100,001 to \$150,000.	213	—
\$150,001 to \$200,000.	121	—
\$200,001 to \$250,000.	84	—
Over \$250,000	144	—

b. Elementary Schools

Teachers—		
Total	6,244	1,747
1	3,926	57
2	673	90
3-5	807	420
More than 5.....	838	1,180
Organization—		
Grades I-VI	485	1,425
Grades I-VIII	5,759	322
Net Enrolment—		
Grades I-VI:		
a. 1-199	276	727
b. 200 or more..	209	698
Grades I-VIII:		
a. 1-269	5,493	224
b. 270 or more..	266	98

(Continued on next page)

ADMINISTRATION AND FINANCE—Concluded

COUNTY EDUCATIONAL PLANNING
(Continued from previous page)

Pupil-Teacher Ratio—		
10 or less	95	2
11-20	1,172	77
21-30	2,336	767
31-40	2,037	836
41 and over	604	65
Employing Special Teachers of—		
Art	13	—
Music	270	—
Physical Education ...	72	—
Dental Hygiene	42	—
Kindergarten	15	—
Librarian	8	—
Special Education	16	—
c. Secondary Schools		
Total	713	561
Employing—		
Less than seven teachers	324	56
Seven to eleven teachers	151	129
Over twelve teachers...	238	376
Organization—		
Junior-Senior (Grades VII-XII)	309	515
Four-year (Grades IX-XII)	404	46
Enrolment—		
Less than 100	218	27
100-199	186	71
200-349	121	134
350 and over	188	329
Pupil-Teacher Ratio—		
Less than 10	11	1
10-14	45	12
15-19	157	37
20-24	197	130
25-29	173	210
30 and over	130	171
Employing Special Teachers of—		
Agriculture	188	—
Art	286	—
Business Education ...	268	—
Health and Physical Education	606	—
Homemaking	451	—
Industrial Arts	256	—
Music	542	—

Number of Districts

The Department of Public Instruction has developed graphs to show these interesting improvements resulting from the merger and Thompson programs. Several of the items in the charts and tables are especially noteworthy. The present number of districts affected by the plans numbering 1,968 will be reduced through mergers to less than one-third of that number. Similarly, the 1,860 districts having populations under 5,000 will merge, so that ultimately there will be only some 328 of these small districts. On the other hand, the number of large districts, 108 at present, will be increased to 230.

Enrolments

Other features which show the development of larger and more efficient units of administration are those pertaining to enrolment and organization. At present only 220 schools in the districts affected have enrolments of seventy-five pupils or more. As a result of the merger anticipated under Act 157, this number will be increased to 341.

Organization

Another significant change anticipated under the plans is the reduction of the number of secondary schools organized on the 8-4 basis from 1,651 to seventy-nine. This fact indicates that some 1,500 of these secondary schools will be reorganized on the modern 6-6 plan through mergers or independent reorganization. Still another impressive item in the report is the striking reduction in the number of secondary schools which are dependent upon other districts from 1,227, at present to sixty-six as a result of reorganization.

Number of Elementary Schools

Improvements in the elementary school program are indicated by the reduction of small elementary schools from 6,244 to 1,747. This reduction is the result of the combining of small elementary schools with others to create larger and more effective learning centers. In fact, the number of one-teacher schools will be reduced from 3,926 to fifty-seven; the number of two-teacher schools, from 673 to ninety; and the number of three to five-teacher schools, from 807 to 420. On the other hand, the number of elementary schools having more than five teachers will be increased from 838 to 1,180.

Modernized Elementary Program

Definite advancement toward a modernized school program is evidenced by the increase in number of elementary schools organized on a six-year plan from 485 at present to 1,425 in the future, and the corresponding reduction of elementary schools of the eighth-grade type, from 5,759 to 322. This improved organization will inevitably bring about the establishment of schools having large enough enrolments to offer complete programs. The number of elementary schools having 200 or more pupils will be increased from 209 to 698.

Elementary Pupil-Teacher Ratio

It is also a gratification to those interested in the improvement of public school service to find that schools having a pupil-teacher ratio above thirty will be reduced from 2,037 to 836, and those having a pupil-teacher ratio above forty will be reduced from 604 to sixty-five. These advantages are brought about through the uniting of smaller districts into larger centers where such special services as art, music, physical education, dental hygiene, library service, kindergarten instruction, special education, and the like, are available to all pupils.

Number of Secondary Schools

These improvements in the elementary field are matched in almost every detail by improvements in the secondary field. Here the total number of secondary schools affected by the merger law and the Thompson Plan will be reduced from 713, at present, to 561; and those employing fewer than seven teachers will be reduced from 324 to fifty-six. On the other hand, those employing over twelve teachers will be increased from 238 to 376.

Six-Year Secondary Schools

Hundreds of secondary schools are likewise reorganizing on the more modern six-year plan and abandoning the four-year plan. The number of secondary schools on the six-year plan will be increased from thirty-nine, at present, to 515; while the number of four-year secondary schools will be decreased from 404 to forty-six. The number of larger schools will be increased, while the number of smaller schools will be correspondingly decreased. For example, secondary schools having enrolments under 200 will decrease from 186 to seventy-one, while secondary schools having enrolments of 350 or over will increase from 188 to 329.

Variety of Offerings

Schools offering a wide variety of curriculums and special activities will likewise increase in number under the impetus of these new plans. Such opportunities as agriculture, art, business education, health education, homemaking, industrial arts, music, and the like, will be available to thousands of more students than was the case before the adoption of these new programs.

COMMITTEES ON
EDUCATION

General Assembly of 1939

To serve as a special clearing agency for legislative problems relating to public education, committees have been appointed by the current General Assembly. Following are the names of the members of these Committees:

Senate Committee on Education

Name	County
Homsher, Frederick L., Chairman	Lancaster
Crowe, Montgomery F. ...	Monroe
Deitrick, George A.	Northumberland
Edmonds, Franklin Spen- cer	Philadelphia
Eroe, William J., Jr.	Lawrence
Farrell, Louis H.	Philadelphia
Gelder, Frederick T. (ex officio)	Susquehanna
Letzler, A. H.	Clearfield
Levin, Herbert S.	Philadelphia
Mundy, Leo C.	Luzerne
Ruth, Frank W.	Berks
Sipe, C. Hale	Armstrong
Stevenson, George B.	Clinton
Tallman, Oscar Jacob ...	Lehigh
Wolfenden, C. Gilbert ...	Indiana

House Committee on Education

Name	County
Stewart, J. T., Chairman.	Indiana
Sollenberger, D. Ray- mond, Vice-Chairman	Blair
Andrews, Hiram G.	Cambria
Bohn, John C.	Luzerne
Bronson, Howard F.	Chester
Chervenak, Michael C., Jr.	Cambria
Cohen, Herbert B.	York
Cortese, Americo V.	Philadelphia
Fauset, Crystal Bird	Philadelphia
Fullerton, W. Sharp	Lawrence
Haines, Kenneth G.	Centre
Hamilton, Robert S.	Philadelphia
Hoffman, John N.	Northampton
Holland, Elmer J.	Allegheny
Leydic, Kenneth L.	Allegheny
McClester, Albert B.	Butler
McNally, Michael J.	Philadelphia
O'Dare, James J.	Philadelphia
Peacock, Vance D.	Washington
Riley, Raymond L.	Lycoming
Rothenberger, Otis S. ...	Berks
Serrill, William W.	Forest
Shearer, William R.	Cumberland
Snyder, Frank E.	Tioga
Tarr, Burton E.	Fayette
Taylor, Ray E.	Dauphin
Trout, Harry E.	Lancaster
Van Allsburg, John E. ...	Erie
Wagner, Paul L.	Schuylkill
Webster, Raymond C. ...	Chester
Welsh, Ellwood B.	Philadelphia
Wilkinson, Don	Luzerne

Teacher Education and Certification

HENRY KLONOWER, M.A., *Ped.D.*

Director, Teacher Education and Certification

HARRY L. KRINER, M.A., *Ed.D.*

Assistant Director, Teacher Education and Certification

Vocational Teacher Education Conference

A conference was held recently in Harrisburg to discuss major activities for forthcoming meetings of the Vocational Teacher Education group of the State. Those present presented problems which were considered important in relation to the development of State Standards of Vocational Teacher Education.

Following are some of the problems that were raised by the group:

1. Studies to determine the placements and the after-careers of vocational teacher education students.
2. Consideration of the standards for and classification of graduate work in vocational teacher education.
3. Studies to determine recommendations of State standards for entrance requirements to vocational industrial schools in Pennsylvania.
4. Study of techniques for the placement of vocational industrial school graduates.
5. Studies to develop more effective methods of keeping records of the employment experiences of vocational industrial school graduates.
6. Research study of the present Pennsylvania Five-Year Plan for Trade and Industrial Education.
7. Vocational technical institutes.
8. Annual vocational conference.
9. Budgets for the next fiscal year.
10. Pre-service preparation of vocational teachers.
11. Graduate work in vocational education.
12. Education for vocational guidance.
13. Preparation and administration of trade tests.

WHY I TEACH

Because I would be young in soul and mind

Though years must pass and age my life constrain.

And I have found no way to lag behind
The fleeting years, save by the magic chain

That binds me, youthful, to the youth I love,
I teach.

Because I would be wise and wisdom find

From millions gone before whose torch I pass,

Still burning bright to light the paths that wind

So steep and rugged, for each lad and lass

Slow-climbing to the unrevealed above,
I teach.

Because in passing on the living flame

That ever brighter burns the ages through,

I have done a service that is worth the name

Can I but say, "The flame of knowledge grew

A little brighter in the hands I taught,"
I teach.

Because I know that when life's end I reach

And thence pass through the gate so wide and deep

To what I do not know, save that men **TEACH**,

That the remembrance of me men will keep

Is what I've done; and what I have is naught,
I teach.

—Woodward

READING DEFECTS REMEDIED

DR. HARRY L. KRINER

Assistant Director, Teacher Education and Certification

The State Teachers Colleges of this Commonwealth have greatly increased and improved the services rendered to teachers and the public at large by establishing reading clinics, speech clinics, and film exchanges. These services have expanded as rapidly as finances have permitted, and are another means of insuring the best possible education for every boy and girl in the Commonwealth, regardless of race, color, creed, inherited condition, or habitat.

Poorer Districts Enjoy Benefits

The clinics are essential parts of a modern educational system, but because of the cost involved in securing necessary equipment and properly qualified personnel, only school districts which are highly favored financially can afford to equip and conduct them. By establishing and increasing these services at the State Teachers Colleges, which are owned and operated by the Commonwealth, highly important types of services are rendered without cost to the school districts which otherwise would be denied these needed services.

Service Triples

By comparing the period 1935-1938 with the period 1932-1935, the amount of progress which has been made in these special types of service can be seen. During this brief period more than 2,700 mental ability examinations were made through these clinics, which is a tremendous increase over the 800 made for the former period. Also, during the past three years more than 1,800 speech examinations were made, which compares favorably with the 400 made in the previous period.

In the reading clinic, more than 1,200 cases for the last three years, compared to 200 for the former period, shows the rapid increase in this important basic activity. During the past three years more than 7,500 films have been exchanged by the use of films owned by those colleges, as compared to 2,600 for the former period.

Cooperation Replaces Competition

As the State invests money in its own institutions for such services, the school districts become cooperative instead of competitive units in essential educational functions. These services, if left to local districts, would be either entirely neglected or conducted much less effectively.



Wide Reading Interests Are an Asset to Good Teaching

Planning Programs Requires Cooperative Deliberation

TEACHER EDUCATION AND CERTIFICATION—Continued

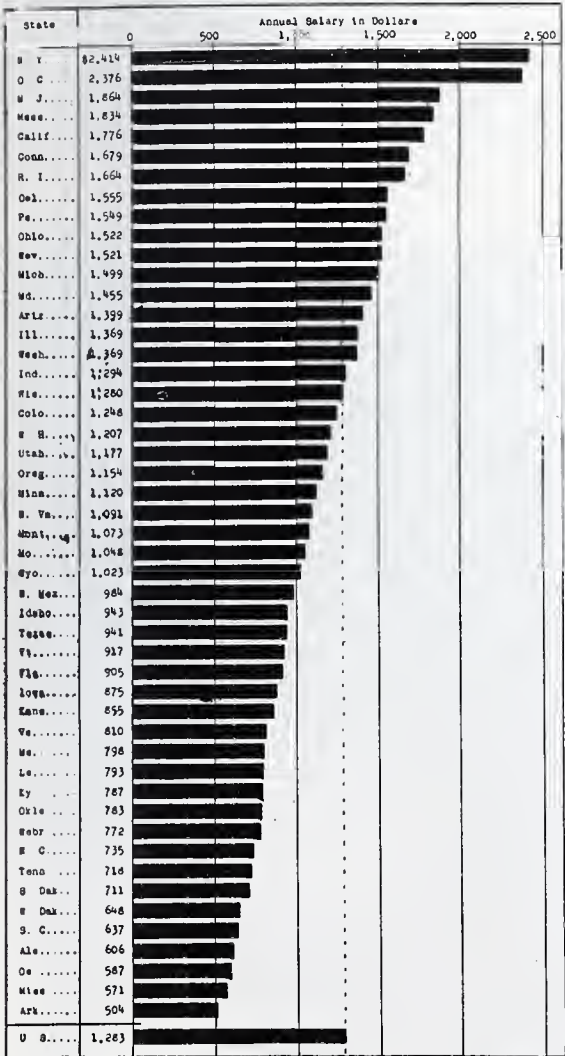
ENROLMENTS RISE IN PENNSYLVANIA COLLEGES

DR. HENRY KLONOWER
Director, Teacher Education and Certification

Enrolments in Pennsylvania's fifty-eight accredited Liberal Arts Colleges show an increase of nearly 2,000 over the figures for last year. During the year 1938, the total enrolment of full-time students in these institutions was 50,638; during the current term the enrolment, as reported in the Fall of the present school year, is 52,549.

Major Increases Indicated

Of the fifty-eight accredited institutions of this kind in Pennsylvania, forty-five show an increase enrolment, only eleven show a decrease, and two remain the same. The increases range from one to 500 students. Pennsylvania State College enrolment rose from 5,904 to 6,404, an increase of 500; Temple University from 5,092 to 5,346, an increase of 254; University of Pennsylvania from 7,071 to 7,209, an increase of 138; Westminster from 488 to 636, an increase of 148; and Lehigh University from 1,738 to 1,853, with an increase of 115. Enrolments which fell during the past year were slight, ranging from two to fifty-one.



Annual Salaries of Professional Personnel
Averages \$1,549 in Pennsylvania

Enrolments Vary

The total enrolments in Pennsylvania's accredited arts colleges range from thirty-one students in the smallest institution to 7,209 students in the largest institution. Institutions which have more than 1,000 students include Lehigh University, with 1,853; University of Pittsburgh, with 5,108; Temple University, with

5,346; Pennsylvania State College, with 6,404, and the University of Pennsylvania with 7,209.

The following table shows the fifty-eight accredited arts colleges and universities in the State with the enrolments for 1937-1938 and 1938-1939. Only full-time students are computed in the totals.

Name of Institution	Address	1937-1938	1938-1939
		Full-time Students	
Albright College	Reading	376	380
Allegheny College	Meadville	609	623
Beaver College	Jenkintown	671	620
Bryn Mawr College	Bryn Mawr	485	524
Bucknell University	Lewisburg	1,235	1,277
Carnegie Institute of Technology	Pittsburgh	2,300	2,331
Cedar Crest College	Allentown	241	263
College of Chestnut Hill	Philadelphia	—	260
College Misericordia	Dallas	247	248
Dickinson College	Carlisle	542	587
Drexel Institute of Technology	Philadelphia	1,655	1,734
Dropsie College	Philadelphia	34	31
Duquesne University	Pittsburgh	1,275	1,241
Elizabethtown College	Elizabethtown	170	154
Franklin and Marshall	Lancaster	817	885
Geneva College	Beaver Falls	452	481
Gettysburg College	Gettysburg	644	648
Grove City College	Grove City	888	911
Haverford College	Haverford	335	330
Immaculata College	Immaculata	242	262
Juniata College	Huntingdon	416	453
Lafayette College	Easton	913	940
LaSalle College	Philadelphia	371	389
Lebanon Valley College	Annville	399	406
Lehigh University	Bethlehem	1,738	1,853
Lincoln University	Lincoln University	302	317
Marywood College	Scranton	445	445
Mercyhurst College	Erie	180	190
Moore Institute of Art	Philadelphia	244	247
Moravian Seminary and College for Women	Bethlehem	179	209
Moravian College and Theological Seminary	Bethlehem	195	175
Mount Mercy College	Pittsburgh	217	227
Mount St. Joseph	Philadelphia	283	—
Muhlenberg College	Allentown	430	502
Pennsylvania College for Women	Pittsburgh	262	288
Pennsylvania Military College	Chester	113	113
Pennsylvania State College	State College	5,964	6,404
Philadelphia College of Pharmacy & Science	Philadelphia	380	389
Rosemont College	Rosemont	229	234
St. Charles Seminary	Overbrook	407	361
St. Francis College	Loretto	176	194
St. Joseph's College	Philadelphia	480	519
St. Thomas College	Scranton	560	578
St. Vincent College	Latrobe	378	393
Seton Hill College	Greensburg	333	398
Susquehanna University	Selinsgrove	297	323
Swarthmore College	Swarthmore	690	677
Temple University	Philadelphia	5,092	5,346
Thiel College	Greenville	271	231
University of Pennsylvania	Philadelphia	7,071	7,209
University of Pittsburgh	Pittsburgh	5,110	5,108
Ursinus College	Collegeville	520	550
Villa Maria College	Erie	163	215
Villanova College	Villanova	904	924
Washington and Jefferson	Washington	512	543
Waynesburg College	Waynesburg	357	381
Westminster College	New Wilmington	488	636
Wilson College	Chambersburg	411	392
TOTALS		50,638	52,549

TEACHER EDUCATION AND CERTIFICATION—Concluded

TEACHER PLACEMENT

DR. C. O. WILLIAMS

Assistant Director, Teacher Education and Certification

A recent conference of Appointment and Placement Officers in Teacher Education Institutions, which was held in Harrisburg, resulted in the development of many helpful principles and procedures in the placement of teachers in positions suited to their preparations and capacities. Represented at the meeting were placement officers from more than twenty-five arts colleges, which offer professional preparation for teachers, and fourteen State Teachers Colleges. Likewise represented were school superintendents and members of the staff of the Department of Public Instruction.

The meeting was conducted as a combination round-table discussion and lecture plan. This plan made it possible for a free exchange of ideas among the representatives on the best procedures to follow in placing teachers in suitable positions.

General Basic Principles

The following general basic principles were suggested at the conference:

1. Every superintendent should lend cordial support to the teacher education program of the State because selection of new teachers for a system is one of the most effective ways of improving that school system.
2. No superintendent will do his best work in selecting new teachers for a system if unreasonable pressure is placed upon him by too many people as well as from too many angles.
3. Teacher placement must become a co-operative enterprise between teacher education institutions and public school superintendents.
4. Our problem is one of implementing a scheme whereby our ideas of teacher selection, education, placement, and in-service endeavors may be integrated into one conceptual whole.
5. Selection and placement of teachers are based on confidence to a very large extent.
6. Employers must be educated to appreciate the importance of high-grade professionally-minded employees.
7. It is a compliment to any system when teachers are invited elsewhere. A good superintendent is anxious to have a learning-growing situation for teachers and principals as well as for students.

Specific Procedures

The group agreed that principles were valuable only to the extent that they might be carried into practice. Accordingly, much of the discussion centered around desirable and effective procedures in placing teachers. This discussion resulted in the development of the following specific procedures:

1. A superintendent should have in mind quite clearly the type of teacher he needs in order to save time and energy for everyone concerned.
2. The superintendent may have to educate the board to the proper method of finding new teachers before we can work out a proper placement program.
3. Superintendents over a period of years will unconsciously build up convictions

as to where as a rule they get their best primary teachers, etc.

4. Superintendents should consult specialists for advice for special positions such as music or art supervisors, by consulting with the respective specialists in the State Department.
5. Applications are welcome for an appointment in a system rather than for individual positions.
6. The difference between an inquiry and an application should be recognized.
7. Young teachers cannot be expected to wait until one application is acted upon before another is placed.
8. It is desirable for a superintendent to receive all applications as a rule, and keep them on file until needed.
9. The superintendent expects the candidate to yield to other professional people the right to say whether his application should be submitted or not.
10. It is not right for some superintendents to refuse to take any beginning teacher.
11. Superintendents should be accorded ample time in filling a vacancy.
12. Teachers cannot be blamed for calling on board members if that is where the real power of nomination lies. The board should be educated differently.
13. It is not wise for members of the faculty to try to find out confidentially if and what vacancies will exist next year so that members of the senior class could be notified accordingly.

The Problem of Selection

A teacher placement bureau can function best today if only pupils who have been carefully selected through guidance, battery tests in English, general scholarship, ratings in health, personality, character, leadership qualities, and teaching ability, are really recommended so that the supply may more nearly approximate the demand. Superintendents desire a variety of representation of institutions on their faculties. Institutions should service areas and institutional placement officers and superintendents should come to know one another reasonably well so that friendship and confidence may develop. Superintendents should not neglect to treat all beginning teachers with the utmost courtesy as an important aspect of really creative supervision for his own system.

History of Teacher Placement Service

Teacher placement is one of the most important elements of the teacher education program. Today it is a major task for young teachers to find an opportunity in which their talents can be given expression. In 1919, a movement began in the Department of Public Instruction to establish a service by which young teachers could learn of vacancies and schoolmen could find the type of teachers they were seeking. This resulted in the organization of a State Placement Service affiliated with the Department of Public Instruction a few months later. After a rather hard struggle over a period of three or four months, it began to render effective service both to the colleges and to the superintendents of schools. It soon was

(Continued on page 18, column 1)



Teachers Draw Upon Natural Sources for Their Preparation

INSTRUCTION

PAUL L. CRESSMAN, B.S., Ed.D.
Director, Bureau of Instruction

WALTER B. JONES, M.A., Ph.D.
Assistant Director, Bureau of Instruction

ADAPTIVE PHYSICAL EDUCATION

DR. FRANK P. MAGUIRE
Chief, Division of Health and Physical Education

The Department of Public Instruction during the last two years has advocated that all physical education should be adapted to the individual. For this reason the term "adaptive physical education" has been used to promote a part of the present program. In short, the term "adaptive physical education" is becoming known as designating the adaptation made in the regular physical education activities to atypical cases. After the unrestricted group has been determined by health examinations and tests, the adaptations come under four categories; corrective, restrictive, modified, and rest.

Mental Hygiene Factors

The mental hygiene factors intimately related to almost all types of physical defects and deficiencies cannot be over-emphasized. Pupils suffering such conditions are sensitive, or become so when they are made conscious of them. Obviously, there has been little need of calling a pupil's attention to his abnormality if it cannot be remedied. Basic to this adaptive program is the constant employment of the principles of mental hygiene. The emphasis has been upon improvement and the possibility for progressive improvement if there existed such a possibility. In those cases where

little improvement was possible, emphasis has been constantly upon the specific things which the individual *can* do in life, not upon those things which he cannot do. All "adaptive" cases have been encouraged to maintain social contacts, continue such physical activities as are beneficial, and become vitally interested in projects in which they may objectify themselves.

Corrective Measures

Physical education activities designated as "corrective" are for the purpose of correcting physical defects and deficiencies that are correctable by means of special activities. Examples of such defects and deficiencies are: abnormalities of the foot, abnormalities in posture, muscular deficiencies, constipation, dysmenorrhea, orthopedic lesions, such as wry neck and wedged vertebrae; dislocations, sprains and fractures. Much of the corrective physical education in the past has too frequently been limited to a few exercises designed to improve posture or flat feet. As important as this work is, such attempts hardly scratched the surface of the problem. Teachers of physical education have been advised not to attempt a corrective program without special education

(Continued on page 18, column 2)

EDUCATION FOR HOME-MAKERS ADVANCES

MRS. ANNA GREEN
Chief, Division of Homemaking Education

The homemaking education program in Pennsylvania is moving forward in line with modern educational needs. The progress has been pronounced in its effect on school organization and on home life in Pennsylvania.

New Departments Added

One hundred and twenty-five new vocational departments of homemaking have been established during the short period of three years. Three hundred and fifteen districts now offer intensive programs in homemaking in the senior high schools, and 542 districts offer homemaking as a part of the general education program for boys and girls in the junior and senior high schools.

Out-of-School Youth Enroll

Viewing this progressive movement from another angle, during the past three years 17,916 out-of-school youth and adults have been enrolled in part-time and evening classes in homemaking as a part of the vocational education program. The Administration has cooperated in programs for out-of-school youth and adults with the N. Y. A., the Women's Division of the W. P. A., the School of Family Education, the Pennsylvania Congress of Parents and Teachers, Business and Professional Women's Clubs, Y. W. C. A., the Grange, and others.

Service Spread to Every County

With the addition of sixteen new regional homemaking education advisers, there are now twenty-eight advisers cooperating with the State Department and the county superintendent in developing the homemaking program throughout the Commonwealth. The State has been divided into areas for consultative service in order that every county in the State may have the best advantage of helpful supervision of this important work.

Colleges Cooperate

A state-wide committee, including the State supervisors and representatives from thirteen colleges and universities which educate teachers of homemaking, is working toward unifying the education programs in the various institutions. The shortage of teachers in homemaking has resulted in increased enrolments in our colleges and also in a sincere effort on the part of teacher education institutions to supply qualified teachers for the development in the homemaking program throughout the State. Three itinerant teacher educators have been appointed to the staffs of the State Teachers College at Mansfield, the State Teachers College at Indiana, and the Pennsylvania State College to work in cooperation with the State Department of Public Instruction.



Creative Hands and Purposeful Activities

INSTRUCTION—Continued

NEW OCCUPATIONS FOR OLD

LANE C. ASH

Adviser, Division of Industrial Education



The industrial and commercial developments that are taking place in this and other countries will have considerable effect on our social and economic life. The opportunities for careers are affected by these developments. The National Resources Committee Report has recommended that a series of studies be undertaken on the significance of the following inventions:

The mechanical cotton picker
Air conditioning equipment
Plastics
The Photoelectric cell
Artificial cotton and woolen-like fibres made from cellulose
Synthetic rubber
Prefabricated houses
Television
Facsimile transmission
The automobile trailer
Gasoline produced from coal
Steep-flight aircraft planes
Tray agriculture

If the mechanical cotton picker proves successful a large amount of relatively unskilled and semi-skilled labor would be released. This labor might go to the cities and would probably have to be absorbed in the personal service and domestic fields. If, however, the air conditioning field be developed in the meantime it might be possible that various manufacturing industries might move to the south and absorb this cheap labor.

AGRICULTURAL EDUCATION

H. C. FETTEROLF

Chief, Division of Agricultural Education

Instruction in vocational agriculture under the Federal Smith-Hughes and George-Deen laws must be followed by supervised farm practice. This is interpreted to mean that provision must be made for the supervision of the practical work that is done on the home farms of the boys enrolled in vocational agriculture.

Legislation Provided

On Salary Payments

Provision has been made for project supervision in years past by including it in the salary of the agriculture teacher. This coupled with the fact that the teacher of agriculture is employed on a twelve month basis has made the salary of the teacher of agriculture appear to be higher than the salaries of the other teachers on the school faculty. This has led to a number of misunderstandings. Under the Smith-Hughes law reimbursement is made only on the salary of the agriculture teacher. The George-Deen law makes it possible to reimburse districts on money expended for the travel of agriculture teachers. The 1937 Legislature passed legislation making it possible to reimburse districts for money expended for travel, therefore, we can now reimburse travel as such from both State and Federal funds.

It is for education to bring the light of science and the power of work to the aid of every soul that it may discover its quality. For in a spiritually democratic society every individual would realize distinction. Culture would then be for the first time in human history an individual achievement and not a class possession.

—John Dewey.

BANKING IN EDUCATION

A thorough understanding by the public of the banking system and the necessary functions which it performs in our social structure cannot be attained in a day nor can it be attained without intelligent and systematic efforts on the part of banks and bankers.

The committee on Public Education, of the Pennsylvania Bankers Association, as a part of its program, is attempting to create in the public mind a better understanding of banking theory and practices.

While the committee plans, as heretofore, to encourage bankers to address adult gatherings on banking subjects and to furnish material for their use, yet it conceives as its principal duty cooperation with the schools in the education of the children of today who will be the bank customers of tomorrow. Therefore, the current year's plans comprehend, as the main activity, continued contacts with Pennsylvania schools.

The committee offers for use in the schools as supplementary text material a series of "talks" in handy booklet form. In appearance the booklets are similar to those offered in previous years but the material, to a certain extent, has been revised. The current issues are:

The Junior High School Booklet

(Grades VII-IX)

1. Banks—What Do They Do?
2. Using the Bank
3. Savings at Work
4. What Good Character Means at the Bank

The Senior High School Booklet

(Grades X-XII)

1. The Story of Money and Credit
2. Our Banks and What They Mean
3. A Bank's Contribution to Business
4. The Federal Reserve System
5. Investing Money
6. Our Banks—Commercial and Savings

Distribution of Booklets

Three major rules govern distribution on a free basis:

1. The Senior High School booklet may be distributed in sufficient quantities to place one in the hands of each teacher and each student in senior commercial classes.

2. The Junior High School Booklet is not distributed for use by pupils; it is only to be placed in the hands of teachers and the teachers must be those engaged in eighth and ninth grades.

3. Booklets are to be the property of the schools and are intended to be used from year to year or until revised or new issues are available.

School officials or teachers interested in availing themselves of the committee's offer to be of service may communicate with P. B. Detwiler, Chairman, Committee on Public Education, P. B. A., The Philadelphia National Bank, Philadelphia, Pennsylvania.



Discovering Children's Interests

**Map Showing Regional Organization of Pennsylvania for the Supervision
of the Special Education Program**

INSTRUCTION—Concluded

MUSIC FOR ALL—SCHOOL SLOGAN FOR PENNSYLVANIA

DR. M. CLAUDE ROSENBERY
Chief, Division of Music Education



Through more than 1,000 bands, 1,500 orchestras, 2,500 selected choruses and choirs, and thousands of classrooms, nearly 2,000,000 youth are today participating in the music education program in the public schools of Pennsylvania. More than 1,700 specially educated and certified teachers, supervisors, and directors of music education are employed in the public schools. Augmented by the cooperation of the classroom teachers these music educators are enthusiastically active, stimulating and guiding the cultural and emotional lives of the girls and boys.

School Districts Offer Music Education

Schoolmen and women heartily believe that in terms of citizenship and democracy, educational efforts must be directed along both intellectual and emotional lines. In consequence of this belief, the majority of Pennsylvania's 2,552 school districts in 1939 afford opportunities in music education. These opportunities vary in proportion to local interest and means of support. The problem is admirably met in more than 250 districts by joint district employment of supervisors of music.

Opportunity for All of School Age

Every effort is being made to create and provide equal opportunities in music education

for all children of school age. Music is innate in children and its native possibilities are readily discovered. Today's program in the public schools from the kindergarten to the twelfth year opens the way for the child to find joy and satisfaction in expressing himself musically and to appreciate the expression in music by others. It brings forth deep interest in good music, craft pride in skills, and attitudes of appreciation and discrimination toward part singing, vocal tone, literature in music both instrumental and vocal, and creative ability. The radio in both the school and the home contributes much toward this end.

Carries Over Into Adult Life

A source of great interest and satisfaction is the "carry-over" of the program in music education in the public schools into adult life, as an invaluable contribution to a well-rounded citizenship, and the enrichment of the opportunities of youth so that they may more happily and adequately meet the needs of life. The development and future of these opportunities are limited only by the vision and imagination of those responsible for its guidance and administration.

Farm Boys Benefit from Expanded Program

V. A. MARTIN
Adviser, Division of Agriculture Education

Great strides have been made through our public schools in reaching a larger number of farm boys with instruction in vocational agriculture. Four hundred rural centers in Pennsylvania now enjoy the benefits of this instruction. One hundred and forty-three centers represents the growth within the past few years. This is an increase of approximately thirty-six per cent of the present total program. The greatest expansion has come during the past year owing to the availability of additional Federal money under the George-Deen Act.

Begin Farm Careers

Instruction in vocational agriculture offered in the public schools of this State is functioning in the lives of the rural young men. The present occupations of 14,800 out-of-school farm boys who have had from one to four years of education in the field of agriculture have been studied. Of this number, 588 now own farms or are in the process of buying farms. Three hundred eighty-one are operating rented farms. Four thousand fifty-five are still on the home farms working with their fathers as partners receiving a portion of the farm income or a monthly wage. Two hundred fifty-three are farm managers or in partnership farming not connected with their immediate families. One thousand eighty-nine are working for wages not on the home farm. Seven hundred eighty-nine are attending college, one-third of this number are specializing in some field of agriculture education.

Take Advantage of New Opportunities

The survey shows that approximately seventy per cent of the farm boys who have had one or more years of instruction are now engaged in farming or some agriculture occupation closely related to farming. This very definitely proves that the farm boy has faith in agriculture and that there is a need for this instruction in the public schools of the Commonwealth.

Every County Assisted

Agriculture education has been extended to fifteen additional counties of the State representing an increase of seventy-five per cent. The supervision of vocational agriculture from the county superintendent's office has been extended now to every county in the State. A great deal of the supervision and many of the administrative duties that were formerly carried on from the State office are now handled through the county office.



Little Homemakers



Modern Education Combines Practice with Principles

STATE LIBRARY and MUSEUM

JOSEPH L. RAFTER, M.A., LL.M., J.D., J.S.D.

Director, State Library and Museum

MODERN LIBRARY SERVICE

The library is the foremost instrument of public education. The responsibility of our State comprises more than the mere orderly regulation of the lives of its members, for it must assume also the obligation of assisting and supporting them in making their lives as fruitful and significant as possible. A citizen's intellectual and spiritual destiny in some measure is determined by what he reads, for with individuals as with nations, reading is an index of progress. The underlying philosophy of library service, then, is to make a contribution to the preparation for living through the development of functional habits and attitudes, and the transmission of the cultural heritage of our race.

Influence on Life

The modern library should be conceived as an institution not for the storage of information, but for the development of educational outcomes through instructional, informational, and recreational activities. As such it becomes an institution which develops desirable civic attitudes and acquaints the reader with current American life. Through the service of the library interests in all peoples of all ages may be developed; the best thoughts of the best thinkers may be appreciated and assimilated; the vicarious influences of the greatest personalities may be enjoyed; interests for wholesome leisure activities may be acquired; a desire for creative expression may be stimulated; and culture, inspiration, and vision that will endure throughout the life of the learner may be engendered.

Freedom, a Characteristic

Of special significance in the aims of school libraries is the freedom that characterizes the use of these facilities. Unlike the activities of the classroom, library projects are usually initiated by the learner and carried out in accordance with his own original conception of purpose, technique, and procedure. The reader chooses his own materials, works at his own pace, and follows his own standards. In this way, the library user develops initiative, responsibility, leadership, and the ability to think constructively.

Meeting New Demands

Another important aspect of the function of school libraries is the development of the service to meet new and changing demands. One of the most extensive of these is the need for leisure time education. Because of the free, unrestrained nature of leisure activities they are forceful factors in the formation of character. Hence, the library is in an advantageous position to render invaluable service in this area of education.

To meet this need adequately, we should recognize the great variety of interests of the individuals who frequent the library and endeavor to provide a form of recreation within the scope of library service that will accommodate these varied interests. At present, interest in social problems is on the rise. The wide-

spread participation of people in public affairs is developing an increasing interest in economics, government, and human relations. These constitute fertile fields for library effort. Another area of active interest today is vocational education. Everywhere in Pennsylvania and the nation the program of vocational education is expanding at a rapid rate. Libraries will do well to prepare themselves to meet this rising demand.

Variety of Values

A casual review of the routine services enjoyed in the school library reveals a variety of values which can hardly be acquired through any other department. The school librarian supplements and enriches the program of instruction in practically every department by selecting appropriate materials and transmitting them to the classrooms of the school. New books as they appear are announced to the teachers who will make the best use of them. By attending the meetings of teachers, the librarian keeps the school constantly informed of new materials and new uses for old materials in classroom instruction. The alert and efficient librarian does more than this, however, for she encourages the students directly by conferring with leaders of special groups, by arranging attractive book exhibits both in the library and the classroom, by assisting student groups in projects, and by initiating newcomers into the art of using the library facilities through special instruction in library service.

Rural Areas Served

School libraries enjoy an ideal opportunity to serve the rural areas in many of their educational needs. This service can be achieved through extension and traveling libraries. The consolidation of schools also makes possible the establishment of adequate libraries in the rural communities.

100,000,000 Volumes

It is estimated that in the United States there are approximately 6,500 public libraries which make available 100,000,000 volumes. These facilities, extensive as they seem, accommodate only about one half of the population, leaving the other half without books. Of special significance is the fact that almost three-fourths of the rural population are without books. The amount of money spent for library books varies among the states of America from two cents a year per person to more than one dollar a year per person—the average being thirty-seven cents.

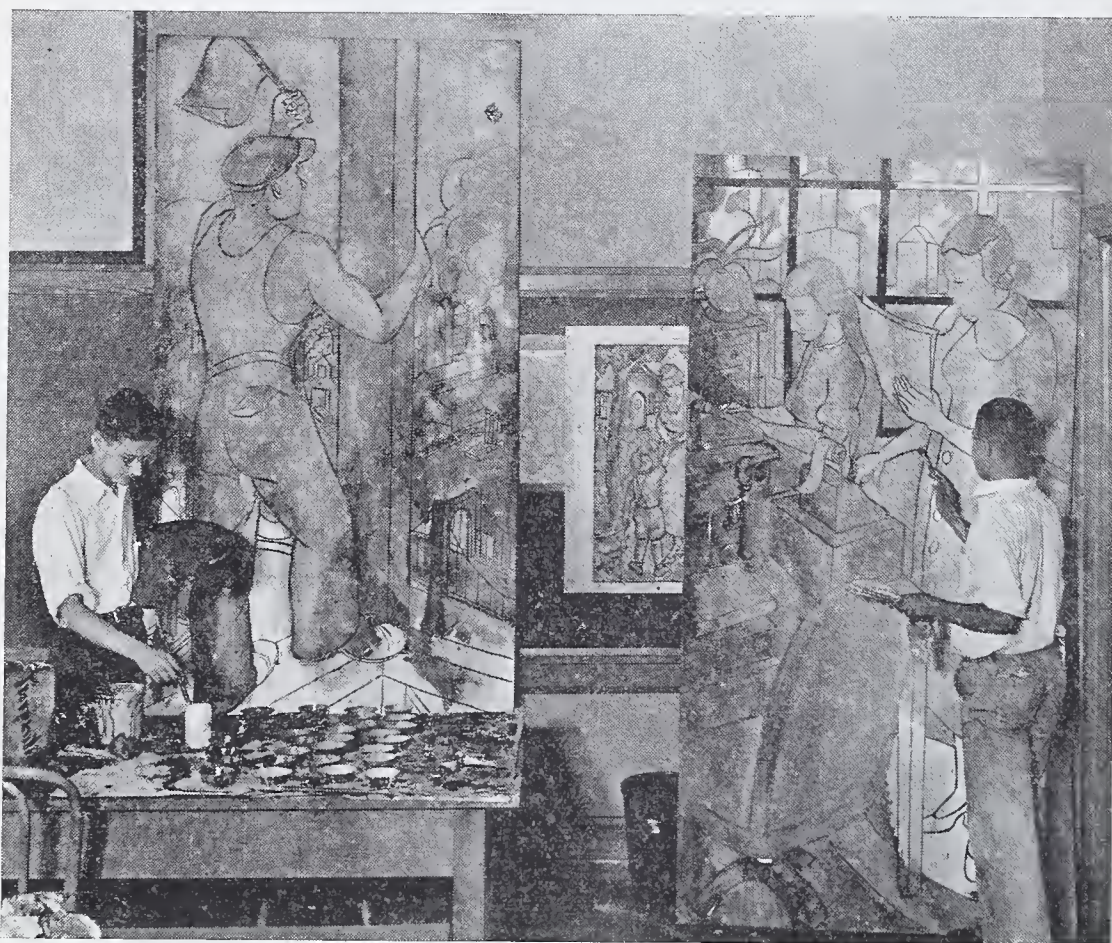
Correlation of Services

In view of the interdependence of communities, counties, and states in a democracy, it is evident that a better correlation of library services already established and the promotion of additional library service, are clearly needed. Efforts in the interest of more efficient libraries for the children, youth, and adults of America should not cease until every good book is made available to every American who would like to read it.



Can They Find What They Want to Read?

STATE LIBRARY AND MUSEUM—Concluded



A Good Setting for the Study of the Arts

TEACHER PLACEMENT

(Concluded from page 12, column 3)

discovered that this service would be of little value unless there was complete cooperation with the agencies that were preparing teachers.

Relations to College Services

Approximately sixteen years ago relations were established with the college placement bureaus in order to have available the cream of the graduating classes. The development of the appointment bureaus and placement services brought to a central office certain material that was valuable in trying to balance supply and demand. In the eastern part of the State well qualified teachers could not be placed because there were no vacancies, while in the western part of the State, vacancies existed, but there was a lack of properly qualified and certified teachers, and no means of bringing the two together.

Commercial Agencies

The Department has never taken a definite stand against commercial agencies. When a student has spent four or five thousand dollars on a college education, it is certainly his privilege to patronize a commercial agency with the added hope of being placed eventually. Placement as a whole would be a more cooperative enterprise if the college bureaus worked in harmony with the state teacher placement service and in this manner the schools of the State would best be served. Later information received from these institutions solved somewhat the problem of supply and demand.

ADAPTIVE PHYSICAL EDUCATION

(Concluded from page 13, column 2)

and without conducting the program under the guidance of a licensed physician.

Restricted Activities

"Restricted activities" refer to those that are limited in intensity, duration, and scope. Restricted activities are designed to meet the needs of pupils selected during the health examination as individuals who may take physical education to a restricted degree. Examples of defects or deficiencies which usually assign pupils to restricted physical education are: pupils with certain types of heart ailments, post-operative cases, pupils suffering from nervous instability, malnutrition, certain postural defects, and lack of general muscle tonus.

The restricted physical education program is considered as a step between the corrective and modified physical education programs, emphasizing that the restriction is one of intensity, duration, and scope.

Modified Program

Some pupils can participate, with benefit, in many but not all of the activities in the regular program. These pupils are now considered better adjusted when assigned to the modified program. When a special class of pupils is conducted in a "modified program," it means the teacher has modified many activities so that they are beneficial to the group. Boys and girls who are physically under-developed also have been placed in the modified program. Obviously, they are not prepared to participate with pupils who enjoy normal development. The modified program is a step between the restricted and regular physical education programs.

Men of Culture Recognized in March Anniversaries

Even a superficial study of the anniversaries which fall in the month of March reveals a predominant number of personalities who have made cultural contributions to civilization. Several of these distinguished names originated in foreign lands.

Educators and Artists

Johann Amos Comenius was born in Moravia, March 28, 1592, and was a widely known educational reformer and author of the first successful application of illustrations to the work of teaching. Augustus Saint-Gaudens was born in Dublin, Ireland, March 1, 1848. He became a world famous sculptor and one of the first seven members of the Academy of Arts and Letters.

Other men of culture whose anniversaries are claimed by March include Oliver Wendell Holmes, son of the poet and Justice of the Supreme Court of the United States, who was born March 8, 1841; Charles W. Eliot, President of Harvard University for forty years, and widely known educator, chemist and author, who was born March 20, 1834. James P. Wickersham, Superintendent of Public Instruction in Pennsylvania, editor and author, was born March 5, 1825; and Helen Keller, inspiring teacher and world benefactor met for the first time her constant guide and companion, Anne M. Sullivan on March 3, 1887.

It is appropriate to note also in connection with the cultural and artistic implications in the March anniversaries that the International Flower Show will begin in New York March 13, 1939, and that Girl Scout Week and National Children's Week begin on March 12, and March 6, respectively.

Patriots and Statesmen

The birthdays of the following patriots and statesmen are likewise observed during March, as follows: Andrew Jackson, seventh President of the United States, was born March 16, 1767; James Madison, fourth President of the United States, was born March 16, 1751; Grover Cleveland, twenty-second and twenty-fourth President of the United States, was born March 18, 1837; John Tyler, tenth President of the United States was born March 29, 1790.

Other events of historical interest in America, are the establishment of the United States Department of Education by Congress, March 1, 1867; the first United States postage stamp, March 3, 1847; the adoption of Pennsylvania as a Commonwealth in the Union, March 4, 1681; and the purchase of Alaska from Russia, March 30, 1867. The Italian navigator who discovered America, Amerigo Vespucci, was born March 18, 1452.

Scientist

Nor is March without her scientists, for during this month Alexander Graham Bell was born in 1847—March 3; the famous Luther Burbank, experimenter with plant life, was born in 1849—March 7; and John Bartram, the "Father of American Botany," whose name is written on the frieze of the Education Building in Harrisburg as one who promoted public education in the State, was born in 1699—March 23.

PROFESSIONAL LICENSING

JAMES A. NEWPHER, M.A., Ph.D., LL.D.

Director, Bureau of Professional Licensing

DON M. WOLFE, B.S., M.A., Ph.D.

Assistant Director, Bureau of Professional Licensing

IMPROVEMENT OF PROFESSIONAL SERVICE IN PENNSYLVANIA

DR. JAMES A. NEWPHER

Director, Bureau of Professional Licensing

The administration of laws affecting the advancement of the professional service through education, registration, and law enforcement, has been notably improved through recent legislation in Pennsylvania. The personnel of the licensing boards and advisory committees has been completed in accordance with the quotas provided by previous laws.

Public Protected

New legislation and amendments to already existing legislation relating to the professions have been made in the interest of all professional groups and for the protection of the health, safety, and welfare of the public generally. Laws were enacted and regulations adopted for the purpose of preventing the creating and the spreading of infectious and contagious disease in barber shops and beauty salons. In order to further carry out this program, an educational program was undertaken by the State Department of Public Instruction, so as to acquaint the barbers and beauticians with the provisions of their respective laws. They are given instruction in sanitation, sterilization, and hygiene; minimum equipment and suitable location requirements are established to prevent the opening of cheap, unhygienic, and inadequately equipped shops—a serious menace to the health and safety of their customer, and constituting an unfair competition to those who are endeavoring to maintain clean, sanitary, and up-to-date places of business.

Solid satisfaction is derived from shops in which the operators are well qualified, competent and well-groomed, and in which the premises are maintained in strict compliance with the laws of the Commonwealth and the rules and regulations of the Department of Public Instruction.

Standards Elevated

Laws have likewise been enacted which raised the educational standards and professional conduct of those applying for professional licenses. Amendments have been passed which prohibit the advertising of prices for professional services, thereby curtailing "cut-throat" competition. This constitutes a great forward step in assuring professional men and women of a reasonable standard of living. Professional men and women who have been reaping the constructive benefits of the new legislation and of the rigid enforcement of the laws, which affect them, are naturally cooperating in maintaining and consolidating these

ETHICS OF OPTOMETRY

The opinion rendered by the Pennsylvania Supreme Court established optometry not only as a profession, but one of the important professions. In the language of the Honorable Justice Shaffer, "the proper practice of this profession is of the most vital importance to the public." Optometry is characterized by the need of unusual learning, the existence of confidential relations, and the adherence to a standard of ethics higher than that of the market place.

The members of this board are fully cognizant of the duty that the Supreme Court of Pennsylvania has imposed upon them. The Supreme Court of Pennsylvania has rules that an optometrist shall adhere to a standard of ethics higher than that of the market place. Therefore, when an optometrist fails to observe the dictates of the highest court of this State and continues to practice his profession in a market place—amidst jewelry, dry goods, and furniture, he is not only lowering the standards of his profession to that of the market place, but violating the law. Members of the State board recognize the fact that we owe a duty to the citizens of Pennsylvania, and that duty is to see that the optometrists of Pennsylvania observe the dictates of the Supreme Court, and that they practice their profession properly.

We know that many optometrists are now practicing optometry in commercial establishments; we know that they are operating through some kind of a lease agreement, and we also know that ninety per cent of the leases (so-called) are nothing more than a device to circumvent the law. The old adage that "murder will out" certainly rings true in the case of optometry vs. corporate interests. Only recently, several optometrists have confessed that they refused to sign leases because of the proposals stipulated by the lessor. They realized that if they accepted these proposals and signed the leases, they would be violating the law.

Pennsylvania's Rhodes Scholar

A recent announcement from the Rhodes' Trustees indicates that Pennsylvania's Rhodes' Scholar for 1939 is Frederic Lyman Ballard, of the University of Pennsylvania.

gains. We now are blessed with improved sanitation in barber shops and beauty shops, better managed real estate offices, protective measures against quacks, charlatans, and other undesirables in the field of medicine, pharmacy, optometry, and similar professions which are required to be registered and licensed in this State.

Five-Year Preparation for Nurses

A five-year curriculum of theory and practical application for the profession of nursing will be instituted at the University of New Hampshire for the year 1939 to 1940. This extended period of professional preparation comprises two years at the university and three years at the nursing school of an accredited hospital, which is cooperating with the university. Thus, the first two years of the candidates for nursing will be devoted to such basic programs as physical education, English, zoology, chemistry, history, and bacteriology; while the three years at the hospital school will be devoted to such work as medicine, hygiene, X-ray, district nursing, contagious diseases, operating room, and dietetics. Some study in the field of sociology will, likewise, constitute a part of this thorough-going program for nurses.

More than twenty universities throughout the country maintain similar programs of nursing study, in cooperation with accredited hospital schools for nurses.

College Entrance Examinations Centers in Pennsylvania

The College Entrance Examinations Board has designated the following cities in Pennsylvania at which college entrance examinations will be given in June, 1939:

Pennsylvania

Bethlehem
Birmingham
Bryn Mawr
Easton
Elkins Park
Erie
George School
Harrisburg
Haverford
Hollidaysburg
Lancaster

Mercersburg
Philadelphia
Pittsburgh
Reading
Saltsburg
Scranton
Upper Darby
Westtown
Wilkes-Barre
Williamsport
York

Alternative History Examinations of the College Entrance Examination Board

Two examinations, each based on two selected fields of history and each covering two years of preparatory work, will be offered as alternate examinations in history in June, 1939.

The fields are as follows: (1) American History and Contemporary Civilization; (2) English History and American History. These examinations are to be offered with the understanding that they are optional alternates to the one-unit examinations in history which are regularly offered. Candidates who prefer to take the one-unit examinations are free to do so, but they are not at liberty to take examinations of both the old type and the new.

PENNSYLVANIA IN HISTORY

FRANK W. MELVIN, B.S., LL.B.
Chairman, Pennsylvania Historical Commission

HISTORIANS TO COOPERATE IN SCHOOL PROGRAM

At the last annual meeting of the Pennsylvania Historical Association held at Williamsport, a resolution was adopted in which the Association offered full cooperation with the Pennsylvania State Education Association in encouraging a wider use of State and local history in the social studies program of the public schools. The Pennsylvania Historical Association placed itself on record as being ready and eager to provide competent speakers in the field of State history for the social studies department meetings of the P. S. E. A. This service was offered not only for the annual State convention of the Association, but for the eight district conferences of the P. S. E. A., as well. Dr. Lester K. Ade, Superintendent of Public Instruction, a strong advocate of the use of local and State historical materials in the social studies program, expressed gratification at this action of the Pennsylvania Historical Association.

The Resolution

Following is the resolution adopted by the Pennsylvania Historical Association at its annual meeting in Williamsport:

Resolved, by the Association that it will be most happy to place at the services of these sectional organizations speakers who are prepared to present papers and addresses on topics relating to aspects of Pennsylvania and to make clear the relation of the work of the Association—through its publication, "Pennsylvania History," and its programs in connection with the annual meeting—to the secondary school program in Pennsylvania history and civics. We, as members of the Association, therefore, cordially invite those responsible for the programs of the social science sectional meetings of the State Educational Association, to communicate either with our President, Dr. Roy F. Nichols, of the University of Pennsylvania, or with our Secretary, Dr. J. Paul Selsam, of the Pennsylvania State College, who will be very happy to arrange for the speakers and to render any other service that it is possible for the Pennsylvania Historical Association to provide.



Daniel Boone's Homestead (above) Is to Become a Youth Center for Pennsylvania

NORTH COUNTRY PENNSYLVANIA

SYLVESTER K. STEVENS
Historian, Pennsylvania Historical Commission

(Abstract from an address delivered before the Muncy Historical Society on the peculiar regional characteristics of the Northern Tier Counties of Pennsylvania.)

North country Pennsylvania is possessed of a peculiar history. It may properly be termed "the last Pennsylvania frontier." Those who seek during the period from 1810 to 1850 for descriptions of pioneer life in America solely in the rising western settlements of the Ohio and Mississippi Valley region actually need not go outside the boundaries of Pennsylvania. Consult old-time recollections and reminiscences of settlers in Potter County for the same period if you wish to get a realistic picture of life in a frontier community.

Restlessness of Frontiersmen

John Peet in 1834 wrote upon conditions as he had viewed them for two decades: "It was very lonesome for several years. People would move in and stay a short time and move away again. It has been but a few years since settlers began to stick." European travelers uniformly comment upon this restlessness characteristic of the American frontier.

Transportation Difficulties

Benjamin Burt wrote of 1811-1812 that, "Our roads were so bad that we had to fetch our provisions fifty to seventy miles on pack horse." He also speaks of the use of an Indian samp mortar to grind corn. "We often had to pack our provisions eighty miles from Jersey Shore," he wrote of his early days in Potter County. "I had fourteen miles to go in winter to mill with an ox team." The weather was cold, and the snow deep; no roads were broken and no bridges built across the streams. I had to wade the streams and carry the bags on my back," wrote Mr. Burt.

Slow Development

These conditions in Potter County were not altered too rapidly for some time thereafter. We find that the site of the county seat at Coudersport was not cleared of timber and brush until after 1822, and that a settler in 1824 found it "a desolate looking place, no house or building of any kind except a small commissioner's office, which had been erected the year before." In my native township of Harrison, no roads were authorized before 1820 and no elections were held until 1823. This was the age in which log cabins as a human habitation in northern Pennsylvania were not a rarity. A majority of the townships of Potter County were organized between 1840 and 1850. The entire population of the county in 1840 was 3,371. By 1850 it had increased to 6,048, but the decade preceding the American Civil War was an era of rapid development when the population reached 11,470.

(Continued on page 21, column 2)

PENNSYLVANIA IN HISTORY—Continued

Emphasis on Pennsylvania History in Schools

SYLVESTER K. STEVENS

Historian, Pennsylvania Historical Commission

Results of a survey of the social studies teachers of the secondary schools of Pennsylvania recently completed shows that Pennsylvania teachers are overwhelmingly in support of a larger use of Pennsylvania and local history and government in the school program. The survey was prepared by the Commission, and its results recently tabulated. Virtually 100 per cent of the teachers survey endorsed the larger use of local and State history.

Part of U. S. History

Pennsylvania teachers, however, indicated their opposition to the introduction of a single course on Pennsylvania history alone. A large majority favor the coordination of State and local history with that of the United States. Few prefer the old style chronological history as a method of presentation. They prefer to approach history in terms of problems and trends with a view to securing worthwhile background for the understanding of contemporary affairs.

Current Social Problems

Pennsylvania teachers are also much in favor of a considerable emphasis on contemporary affairs and problems. This is an encouraging reaction, in that it shows an interest by teachers in the present political, social, and economic problems of the Commonwealth. There is little doubt but that an increased study of these problems in their contemporary aspect and historical backgrounds would revolutionize much of the thinking of Pennsylvanians.

Materials Needed

The schools are greatly in need of improved facilities to make possible the greater use of State and local history. Almost every teacher responding to the survey indicated the necessity for such materials. The need is great for pamphlets and books on Pennsylvania history, and for visual aids—including motion pictures and lantern slides. The Pennsylvania Historical Commission is planning a long-range program to meet these needs and is cooperating closely with the Bureau of Instruction in the Department.



Attention to Safety

NORTH COUNTRY PENNSYLVANIA

(Continued from page 20, column 3)

Last Pennsylvania Frontier

Time forbids that we should survey the same condition for the other counties of the northern tier, but the history of McKean, Tioga, and Bradford is not materially different. It was this area which represented the last Pennsylvania frontier. At a time when a majority of historians are inclined to look to the West for evidence of the frontier process and conditions of frontier life, these were duplicated in northern Pennsylvania. Indeed, as late as 1870, but ten per cent of the total land area of this section was cleared and suitable for agriculture. The population then averaged but ten to twenty persons to the square mile, though the census rated an area with less than six as a wilderness and beyond the frontier of settlement. Elk County, a bit to the south of those previously considered, was not organized until 1843. In 1854, a newspaper of the county complained: "Two years ago there was no mode of communication through these interminable forests except that only true republican way; a 'foot-back! . . .'" In 1852, civilization had come to Elk County in the form of a stage line to Bellefonte. Cameron County was not created until 1860, at a time when new states were being carved out of the area west of the Mississippi.

Speculation in Land

One may ask the explanation for this slow development of the North Country. The reasons are not difficult to discover. One basis of the failure of counties such as McKean, Potter, and Tioga to increase rapidly in population and well-being despite their early organization in 1804, may be found in the machinations of land speculators. European and Philadelphia capitalists early obtained a stranglehold on the control of land in this section of Pennsylvania. The Holland Land Company, whose operations are better known in New York; the Ceres Land Company, and others, with many individual capitalists, secured a virtual monopoly of the land in this area following the opening of sale in 1785. The names of Willing, Bingham, Morris, and Strawbridge dot any chart showing earliest land titles in northern Pennsylvania. Smethport, county seat of McKean, gained its name from the Dutch capitalists Raymond and Theodore de Smeth. Coudersport was named by John Keating for his French friend, banker, and speculator, Jean Coudere. It was the hope of these individuals and companies that their ventures would result in profit through the sale of lands and the development of the region. It was through their influence that the counties were organized and the earliest roads which attempted to open the section to settlement authorized. Their efforts were unsuccessful, however, and the slow process of breaking up large holdings into smaller ones and facilitating settlement by small holders was a factor of some importance in slowing up the development of the region.

Reasons for Slow Settlement

This was not the only reason, for it is to be noted that the efforts of speculators to dispose of land were unsuccessful. Why were the supposed settlers not forthcoming? Here the geographic factor comes into important place. Lacking easily exploited resources and convenient means of easy access by waterways,

it was difficult to intrigue settlers into occupying these lands. No doubt the lure of a rapidly developing West had much to do with diverting the tide of settlement. Settlement in those times, furthermore, was conditioned greatly upon the existence of advertising by travelers. Northcentral Pennsylvania was not traversed by many travelers. The principal routes from East to West for Northerners led either through New York and the Mohawk Valley or Carlisle and Pittsburgh. Central New York gradually filled up as settlers were diverted en route to the West or were led by the developing system of inland waterways after 1825, into the southern tier counties.

Road Construction

In Pennsylvania, however, the turnpike and canal building eras left the northern tier largely untouched, though between 1820 and 1830 many rough routes were cut through the wilderness. The Pennsylvania canal system was not completed on the North Branch until 1854. Writing of western Potter County in 1828, an early resident later declared that the roads were so bad that many settlers who came in from New York were discouraged and returned home. The Williamson Road, roughly the present Susquehanna Trail, had been cut through to Bath, New York, in the period prior to 1800, and Morris Road from Newberry to Wellsboro, and the Cowanesque Valley undertaken in 1799. An East-West road from the Delaware to Lake Erie was opened across the northern tier in 1808-1811, but none of these were suitable for first-class transportation until many years later.

In 1816, the Jersey Shore Turnpike Company was organized, and by 1834 a turnpike led from that place to Coudersport. Gradually in this period improved roads which admitted of the use of stage and freight lines connected the northern counties with central Pennsylvania and Williamsport, Jersey Shore, and Bellefonte. A study of the origin of prominent citizens of Potter County, however, reveals that few of the early settlers of that section came from southern or central Pennsylvania.

Migrations from New York

This leads to the consideration of another important aspect of the history of this region. As indicated, northern Pennsylvania began to lose its frontier character in the decade and a half preceding the Civil War. A heavy percentage of the new settlers came from New York and a study of family backgrounds will indicate that many of these were of original New England stock. In Potter County, for example, an analysis of the origin of leading men of the county of the 1890's indicates that nearly one-half of the total were born in New York. Many others had parents born in that State.

There is every indication that the settlement of the county proceeded largely from New York and was an aftermath of the development of the southern tier counties of that region during the great age of the Erie Canal. Since the development of this region itself was in the main a product of the expansion of New England, the Yankee character of northern Pennsylvania is easily explainable.

(Continued on page 23, column 2)

PENNSYLVANIA IN HISTORY—Concluded

EPHRATA CLOISTERS—HISTORIC SEAT OF RELIGIOUS EXPERIMENT

One of the most interesting religious experiments in the history of the United States was worked out upon the soil of Pennsylvania, thirteen miles from Lancaster and sixty-five miles from the provincial capital, Philadelphia. Out of the welter of social and religious upheaval that was characteristic of early eighteenth century Europe, there emerged the personality of Conrad Beissel. Deserting the Palatinate in 1720, this striking product of the German Pietist movement arrived in Pennsylvania and shortly thereafter sought freedom to pursue his peculiar religious experiment on the banks of Cocalico Creek in the beautiful Conestoga Valley of what is today Lancaster County.

Band of 300 German Folk

The character of the religious community established by this mystic but dynamic leader was so unique as to attract the attention of the entire provincial American world. From about 1735 to 1749 there were erected those sturdy structures which constitute all that remains today of this experiment. Around the tiny settlement on the fringe of the wilderness there evolved a communal organization of some 300 persons who chose to pursue the ideals of chastity, poverty, and obedience under a unique social and religious organization. Farms and woodlands amounting at their peak to several hundred acres of land given by admiring friends in trust and administered by a board of twelve, provided the basis of a thriving economic life which included grist mills, saw mills, a paper mill, and a pottery, with a prosperity the envy of all those who witnessed it.

Rigid Discipline

The life of Ephrata, however, was not centered about the material, but rather the spiritual concerns of the world. A rigid and semi-monastic discipline, which became ultimately the cause of the disintegration of the colony, characterized the life of these sturdy Seventh-Day Baptists. The Sister House, "Saron," and the Brother House, "Bethania," together with a small habitation for the few who did not practice celibacy, and the bakery and other buildings necessary to the life of the colony were the centers of its life. Within them prevailed a spirit of penance, confession, and humility foreign to the outer world. Those who visit the quarters which survive today and traverse the narrow passages and tiny rooms of the remaining Sister House may well glimpse the hard and rigorous spiritual discipline which reigned there two centuries ago.

Miller Succeeds Beissel—1768

Following the death of Beissel, in 1768, Peter Miller became the leader of the group. There is a legend that in 1776 Miller became the

translator of the Declaration of Independence into seven languages and carried on such an extensive international correspondence during the early days of the Revolution as to win the honor of being an unofficial American Secretary of State. Certain it is that the colony was on the side of freedom during those dark days, and one of its distinctive services was caring for some 500 wounded soldiers of the army of Washington following the Battle of Brandywine. The spirit of social justice which prevailed along with the love of liberty is exemplified by the maintenance by the brotherhood of a free bakery and almonry for the poor.

Disintegrated by "Pleasure and Profit"

A decade prior to the Revolution, however, the seeds of decay had begun to afflict Ephrata. Few came to join the devoted band as its severe codes contrasted with the pleasures and profit of an increasingly civilized and prosperous provincial Pennsylvania. By the opening of that struggle, probably less than half the original membership of the colony, at its peak, remained. With every passing decade, the membership waned and the prosperity and importance that was the portion of Ephrata Cloisters at an earlier date became a memory. Survivors of the colony continued to occupy the buildings for decades, however, and until a very recent date services were held in the ancient Sister House.

Noted Followers

Many noted persons, of various faiths, entered the Cloisters for periods of "retreat" or meditation. These included, among many others, Colonel Conrad Weiser, the peacemaker, Rev. Abraham du Bois, a noted Huguenot, and Regina Hartman, the celebrated "Indian captive."

Commonwealth Property

Following some involved legal tangles affecting the remaining heirs of the original Cloister property, public spirited citizens began a crusade to bring Ephrata under the jurisdiction of the Commonwealth as a shrine of Pennsylvania German culture and a monument to the unique social experiment which it represented. The 1937 Session of the Pennsylvania General Assembly passed a bill appropriating \$15,000 for the purchase of the property and an additional fund of \$10,000 for restoration and maintenance. Steps have been taken by the Attorney General to condemn the property for historical restoration. When the details of acquisition are worked out, Ephrata will come under the control of the Pennsylvania Historical Commission for administration. While the funds now available are inadequate, it is hoped that additional support financially may be secured and that the work of restoration may be undertaken



Ephrata Cloisters

and include the rebuilding of the Brothers' Hall and Peter Miller's ancient printery.

Visitors

Although the work of full improvement will be a matter of some time, the visitor to Ephrata today will find much that is interesting and significant. Dr. Dixon Ryan Fox, President of Union College and outstanding American historian, recently expressed the view that the Cloisters constitute one of the most significant historic sites in America. The glimpse of the life of the order provided and the surviving mementos of the work performed by the residents are in themselves worth consideration. The memory of the remarkable music of Ephrata, of its service to the art of printing in colonial Pennsylvania, the establishment of the first Sunday School will serve to remind us of a life far removed from the experience of the present day.

Branch in Franklin County

A branch of the Ephrata community was established in 1763 at Snow Hill, Franklin County, which is in a state of perfect preservation, housing the 2,000 pieces of music sent there in 1777 to save it from being confiscated from gun-wadding, others were set up at Bermudian Creek, York County, 1766, and at Salemville, Bedford County, in 1800. Bermudian and Salemville are deserted, but a lay brother remains as custodian of the treasures at Snow Hill.



American Citizenship Crosses State Lines

School Employes' Retirement Board

H. H. BAISH, M.A., LL.D.

Secretary, School Employes' Retirement System

J. Y. SHAMBACH, A.B.

Deputy Secretary, School Employes' Retirement System

SCHOOL EMPLOYES' RETIREMENT A LARGE ENTERPRISE

\$300,000 MONTHLY PAYROLL

DR. H. H. BAISH

Secretary, School Employes' Retirement Board

The Pennsylvania Public School Employes' Retirement System is the largest system including such employes in the United States and constitutes, therefore, a large enterprise in the Commonwealth. The total monthly payroll for superannuation and disability annuitants amounts to approximately \$310,500. In addition to this amount, a total of \$10,500 is paid monthly to former teachers, principals, or superintendents who have separated from school service prior to July 1, 1919, in accordance with provisions of Section 14-4 of the Retirement Act as amended. A superannuation annuitant is a member who retires for any reason after becoming sixty-two years of age. A disability annuitant is a member who becomes incapacitated for school service prior to sixty-two, has a minimum of ten years of service, and retires at least temporarily because of total disability, which in the opinion of an authorized medical inspector will continue for a period of at least one year.

Benefits to Teachers

The additional amount paid to instructional employes who separated from school service prior to July 1, 1919, is required for those persons past sixty-two years of age who served in such a capacity for twenty years or more, or who have been incapacitated for school work ever since such separation following a fifteen-year period of active service. There are 3,778 superannuation annuitants, 792 disability annuitants, and 508 additional annuitants who separated from school service as specified prior to July 1, 1919. The average superannuation annuitant allowance for the month of October amounted to \$72.63. The average age at which such annuitant retires is sixty-five years. At present the ages of superannuation annuitants range from sixty-two years to ninety-six years.

Improved Teaching Service

A teacher who is in a position to look forward to an income following retirement can do better work with a mind relieved of financial worries. This is not only a distinct advantage to the teacher, but also to the pupil, who can naturally make more rapid progress because of a cheerful state of mind when the teacher has an optimistic attitude.

NORTH COUNTRY PENNSYLVANIA

(Concluded from page 21, column 3)

Influx from Connecticut

Farther to the east, of course, the peopling of the northern tier county of Bradford had been begun earlier and almost entirely as a result of the claims of Connecticut and the operations of the Susquehanna Company. It was natural that this tendency should continue. The late date at which the Pennsylvania canal system reached into this immediate section made it difficult to overcome the trend toward New York and New England cultural and social dominance.

Coming of the Railroads

The tendency of the north country to look to York state was not weakened, but if anything enhanced with new developments in transportation such as the coming of the railroad. When the Erie Railroad was begun in 1835, its promoters desired to pass through McKean and Potter counties because the trade of this section with central New York was already of growing importance. The stock of most north central Pennsylvania merchants was then secured by way of the Erie Canal. This was prevented by the opposition of the Pennsylvania Legislature, which limited the Erie entrance into Pennsylvania to a corner of Wayne and Susquehanna counties, for which privilege a payment of \$10,000 a year was exacted. The closest approach of the Erie to north central Pennsylvania was Wellsville, New York, but it drew to that point a large percentage of the business of McKean and Potter counties.

The history of the railroad in the northern tier to the present has tended to establish contact with the cities of southern New York rather than with Pennsylvania. Probably the worst possible points to reach in the eastern United States from Philadelphia or Harrisburg by rail are the towns and cities of northern Pennsylvania. The lines which do reach into that section are built into New York and indicate the bond of attachment to that region. The great industry today of northern Pennsylvania is dairying. The great market for that industry is the fluid milk shed of New York City. It is certain that any investigation of present business connections and the flow of trade would reveal that northern tier Pennsylvania has more contact by far with the cities of the New York southern tier than with any portion of Pennsylvania.

Language Traits

This affinity of the north country for York state has in itself been responsible for the continuance of a peculiar homogeneity in this section of Pennsylvania. Earlier influences of a definitely Yankee mold have never been fully overcome. The north country still speaks a language of its own, and even rather well educated persons persist in the use of the old English "Ain't" with little feeling of impropriety in grammar. It is possessed of a dominant native American stock, and despite a considerable intrusion of foreigners with the lumber and

tanning industry, there was little amalgamation, and with their decline these groups have migrated elsewhere. Old German and Swedish stocks have been the principal variation from the dominant Anglo-Saxon strain by north country Pennsylvania.

Social Characteristics

The political and social conservatism of rural New England and north country New York are likewise dominant in north county Pennsylvania. The Protestantism of the area is overwhelming, and it is a fundamentalist tradition which characterizes the predominant Methodist and Baptist churches of the region.

Reminiscent of an Older America

How much longer the differences will persist may be open to question. Until the coming of modern improved highways and the use of the automobile, this was to an amazing degree a region of self-sufficing ruralism. The old highways and waterways never greatly altered the life of this region. The coming of the railroad did not change the living conditions of any great number of north country people. Today, it remains a peculiar and distinctive region reminiscent of an older America. Perhaps it is to be hoped that it should remain that way.



—National Safety Council.

Education Emphasizes Safety

Current Education Publications

EUGENE P. BERTIN, M.A.

Principal Public Information Editor

THE PURPOSES OF EDUCATION

The report of a two-year study by the Educational Policies Commission on The Purposes of Education in American Democracy shows how the schools can become a powerful force in correcting social ills and building a democracy. Revisions of the school program are recommended.

Democracy, an Established Social Policy

Democracy is viewed by the Commission as the established social policy of America; this policy is broken down and analyzed from the standpoint of its meaning for education. Ideals of democracy such as "the general welfare," "civil liberties," "the appeal to reason," and "the consent of the governed," are used as the basis for a new pattern of school procedure. Four great purposes of education leading toward these ideals are identified as being essential to the continuance of democracy, each requiring specific emphasis in the school program.

Personal Growth

The first of these major purposes has to do with personal growth of the individual. Command of the fundamental tools of learning, an inquiring mind, desirable health habits, and suitable leisure time interests are results of the educative process which society desires for everyone. These are designated as the objectives of self-realization.

A second major purpose concerns the problem of getting along with other people. The ability to work and play with others, to enjoy a varied social life both within and outside the home, to appreciate and observe the ideals of family life, are important goals of education. These are described as the objectives of human relationship.

Economic Problem

The third major purpose relates to the earning and spending of an income. Information as to the requirements and opportunities in various types of work, knowledge of the satisfactions of good workmanship and of success in a chosen occupation, and understanding of methods of safeguarding the buyer's interests, are all matters properly within the scope of the school program. These are classified as the objectives of economic efficiency.

Civic Participation

The fourth major purpose is centered around participation in civic affairs. The development of respect for differences of opinion, understanding of the processes of a democratic society, regard for proper use of the nation's resources, and appreciation of the disparities of human circumstance as well as of methods for contributing to the general welfare are responsibilities which the system of public education cannot ignore. These are the objectives of civic responsibility.

(Continued on page 25, column 3)

Research Titles on Education in Pennsylvania

DR. CARL D. MORNEWECK

Chief, Division of Child Accounting and Research

As a part of the cooperative research program carried on jointly by graduate schools offering work in education and research groups with the Department of Public Instruction, there has been released recently, Circular No. 8, entitled "Suggested Research Titles Pertaining to Education in Pennsylvania."

300 Titles

This circular contains 300 titles which have been presented by various staff members over a period of years and are arranged according to the major educational classifications used by the United States Office of Education in reviewing research studies on a national basis.

A Cumulative Plan

It is the intent to make this a cumulative circular to be issued annually so that titles in the present issue may be reported as completed and if so, where available; if in progress, at which institution, or by which research group the project is being undertaken. This project can be successfully undertaken with the cooperation of all concerned.

In order to prevent duplication in research a sheet is provided in each bulletin whereby a graduate student who selects a thesis title or modification of it and has the approval of the dean or the president of the institution notifies the Research Division. This will prevent the undertaking of a research project by several persons and will at the same time make it possible to indicate where such studies are available.

Problems in Science Teaching

The first group of summaries of studies in education will be available in Research Monograph No. 6, the first of a series dealing with "Summaries of Research Findings as a Contribution to Certain Problems in Science Education." This bulletin has reviewed approximately fifty graduate theses and dissertations completed in the four state-aided institutions having graduate schools and dealing with the teaching of science.

Bulletins Available

Sufficient copies of this bulletin will be available in the various libraries and the hands of school officials to make it possible for persons interested to review what has been done independently by students in these four institutions during the past decade.

LISTENERS' DIGEST

(Volume 1 No. 1)

A new pocket-size periodical entitled, "Listeners' Digest," containing some 128 pages, and presenting in condensed form the essence of current, outstanding radio programs, is now available to school folks who are interested in using radio materials in connection with class activities. Listeners' Digest gathers its material from the program departments of more than 500 radio stations and publicizes this material in classified and convenient form. The contents of the new publication comprise a wide range of subjects, including science and sociology, drama and travel, labor, and the lighter side of life.

The inception of the Listeners' Digest came about because the endless demands and ceaseless activities of modern life prevent radio listeners from hearing a vast majority of the worthwhile presentations of the air. The four major networks and the 500 major stations offer a rich and diversified stream of interesting programs which far exceed the capacity of any one receiving set. However, with the aid of this new Digest, many programs that cannot be heard may at least be read.

NEW RADIO BOOKS

Two new radio education books, which cover both the public school and college activities in this field, have been made available for all who are interested in making use of radio in education. The first of these, entitled, "Development of Radio Education Policies in American Public School Systems," describes the historical beginnings and present radio activities of more than 100 of the most active American public school systems.

The second, "Development of Radio Education Policies in American Universities and Colleges," presents similar information regarding the use of radio in 100 of the most active American universities and colleges.

Both are substantial publications containing approximately 200 pages each, and are produced by the Educational Press of Edinboro, Pennsylvania.



Swimming's Fun and Healthful

CURRENT PUBLICATIONS—Concluded

GOALS OF AMERICA

The brief span of 150 years cannot have extinguished the zeal of the people of the United States to establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to themselves and their posterity. Nor do we of today value less than did our fathers, freedom of worship, of speech, and of the press, the right of petition, of a speedy and impartial trial, and the sacredness of life and liberty against impairment without due process of law. These historic ideals constitute the foundation upon which must rest any present-day statement of the social-economic goals of America. But the times demand a translation of these ideals into terms charged with new meaning. Forces of disintegration, alarming in their power, are making Americans aware of the need for a restatement of our national social-economic goals around which we can rally with enthusiasm.

—*Implications of Social-Economic Goals for Education.*

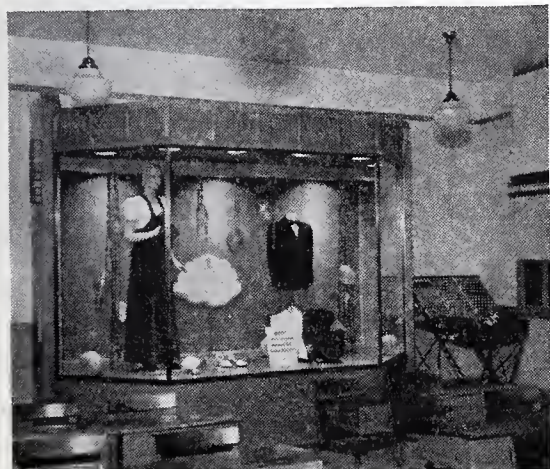
PCW Film Service

(Volume 1 No. 1)

The Pennsylvania College for Women has initiated a new mimeographed monthly publication entitled, "PCA Film Service," which carries information about visual aids in general and films in particular. The initial number appeared in December, 1938, and contained some fifteen items within its six-page format. Among the titles of the first number, which featured science, are the following: Film on Crystal Structure, Adapting Film to Chemistry Courses, New Films, Film Costs, and the like.

School Use of Visual Aids

A recent publication of the United States Office of Education, is *School Use of Visual Aids*, by Cline M. Koon. It may be obtained from the Superintendent of Documents, Washington, D. C., for ten cents. Each chapter includes a list of references, and the topics covered are: Visual Aids in Elementary and Secondary Schools; Objects, Specimens, and Models; Still Pictures and Graphic Presentations; Motion Pictures.



Window Dressing Sets Standards of Taste

Motion Pictures and Visual Education

A new fifteen-page bulletin, titled *Motion Pictures and Visual Education*, by Edgar Dale, Motion Picture Chairman, is now available at five cents a single copy from the National Congress of Parents and Teachers, Washington, D. C. The foreword in this bulletin states: "Thus far, the motion picture has been used largely by business groups to make money by selling entertainment. The idea that runs through this pamphlet is that we must use the motion picture not only for entertainment, but for educational purposes as well—not education in the narrow school-teaching sense of the term, but education as a way by which we give boys and girls insight into what this world is like. Through visual aids we want to give that kind of education which broadens, deepens, and refines experience—education which helps boys and girls think through their everyday problems with a willingness to face facts, not do wishful thinking."

Toward Christian Maturity

The Pennsylvania State Y. M. C. A. has issued a thirty-two-page pamphlet entitled, "Seven Steps Towards Christian Maturity," which is being used as a basis for an annual program of study for Hi-Y and Tri-Hi-Y Clubs throughout the State. The materials for the publication have been compiled in accordance with suggestions from approximately 100 secondary school principals. It is arranged in seven chapters, each chapter constituting a week's study.

Challenge to Youth

The challenge which this handy brochure extends to the youth of the Commonwealth may be appraised from the following key questions which introduce the several chapters: 1. Do you find it difficult to study? 2. Do you respect property? 3. Do you appreciate others? 4. Can you discipline yourself? 5. What is your ambition? 6. Shall I cheat? 7. Have you budgeted your time?

Maturity

The idea of "Maturity" is paramount in the material commenting on this quality of personality. The editors explain that maturity means growing up. Those who are mature do not shrink from accepting responsibility. They like to do their own work. They have learned to concentrate their study. They are not jealous of others who achieve. They respect the property and personality of others. They know that one develops their ambition by unselfishly taking part in a great cause.

Organization of Materials

The chapters are organized into small units which are presented in the way of questions and answers. Likewise, case studies are introduced to bring home the significant points of the chapters. Questions for future study for both older and younger students are listed at the end of some of the chapters. The entire booklet is characterized by an emphasis on the common Christian ideals.

New Code Used in Numbering Department Bulletins

The new code for numbering publications of the Department was adopted in 1938. Up to that time each Bureau determined its own numbers for publications with the result that there was some duplication of numbers, and some documents were issued without numbers. The object of assigning definite numbers to publications is primarily for the convenience of folks in the field. Numbers make identification easy and ordering a simple process.

Other purposes are served by this device. It facilitates the classification of publications by staff members of the Department, each bureau or each branch of service in the Department having been assigned a specific section of numbers from 1 to 1,000. Following is the assignment of numbers used in labeling publications for the various major units of service in the Department:

Numbers	Unit of the Department
1-49	Executive Office
50-149	Administration and Finance
150-199	Teacher Education
200-499	Instruction
500-599	Library and Museum
600-699	Professional Licensing
700-749	School Employees' Retirement Board
750-849	Historical Commission
850-899	Censors
900-999	Special



THE PURPOSE OF EDUCATION

(Continued from page 24, column 1)

In advocating these policies for public education, the Commission recognizes that a school program alone cannot make good citizens. Other factors, such as the quality of the human stock to be educated and the effect of non-school influences, are likely to upset the best conceived plans. Consideration of such factors offers a fertile field for planning by the educational profession.

Third Volume in the Series

In this third of a series of volumes interpreting the meaning of democracy for education, the Educational Policies Commission undertakes to describe both the ideals of our democratic society and the purposes or "directives" of education which lead toward realization of these goals.

Earlier volumes in the series have been devoted to "The Unique Function of Education in American Democracy" and "The Structure and Administration of Education in American Democracy." The three volumes are attractively illustrated and bound in cloth and boards.

CRUCIAL PROBLEMS CONSIDERED AT ANNUAL P. S. E. A. CONVENTION

Crucial problems confronting the public schools were considered at the various meetings of the Pennsylvania State Education Association, at their annual convention, recently held in Harrisburg. During the two-day meeting, the 600 delegates and 3,000 other interested school folks participating in a rapid series of general sessions, department and sectional meetings, round-tables, and sessions of official delegates to hear leading schoolmen discuss problems ranging from kindergarten activities to university programs, and from techniques of instruction to financial problems and fundamental principles of democracy.

Association Business Transacted

Indispensable business routines and reports occupied an appreciable part of the program. Not only was the general convention organized, officers elected, and meeting place chosen, but each group within the association followed a similar routine to perpetuate their unit in the most effective manner. Of most interest to the school program, however, was the discussion of almost numberless topics relating to the education of children and youth. Hundreds of papers and addresses were presented before the forty or more units which met during the convention.

Following are the summaries of a few of the major addresses delivered at the convention:

Abstracts of Addresses

A Study of Modern College Plans

(Abstract from the address by **Dr. Lester K. Ade**, Superintendent of Public Instruction, at the Meeting of the Liberal Arts College Section of the P. S. E. A.)

Individual Choices Emphasized

A partial review of new college plans reveals several common characteristics. In practically every one of these institutions and in many others not mentioned, less emphasis is being placed on prescription and more emphasis on the individual choices of the student. The kind of life we live and plan to live in the United States cannot be served by standardized youth shaped on an educational assembly line. The student's approach to his college work is made through the particular abilities, interests, and purposes which he has discovered and demonstrated in preparatory school. These motivating elements are centers around which he proceeds to build, under guidance, his own curriculum. His college education, following the lines of expanding interest and enlarging purpose, culminates in a broad cultural outlook.

Abundant Living, a Goal

Liberal arts courses emphasize the true meaning of abundant living. They relieve the pre-occupied mind from high-pressure living, relentless competition, and the specter of economic insecurity. The intensity of vocational specialization deprives many of our people of their social freedom. College folks, therefore, depend upon the liberal arts to supply this feverish age with the sense of prospective. They cultivate and extend imagination, they unlock the resources of the mind, and provide their escape from the bustle and materialism of an industrial age.

Many Areas as Yet Unexplored

While these enterprising colleges have forged ahead into new provinces, there remain num-

berless areas that are relatively unexplored. The future arts and science college, it would seem, will develop in two directions. One of these is the independent college of pure arts and science with a definitely cultural purpose. The second is an institution which will offer two years of general culture followed by two years of specialization in professional or vocational instruction. Each of these institutions will serve a particular need in the future of higher learning.

Significant Trends

Improvements in our arts and science colleges will likewise proceed in several well-defined directions. Among these are entrance requirements, guidance services, techniques of instruction, supervision practices, study procedures, programs of learning, and the evaluation of achievement. These advancements will be marked by the broadest liberality of purpose and practice.

The graduate of the arts and science college of tomorrow will be more disposed to serve humanity from genuine motives and high principles of professional ethics. He will be a seeker after truth, capable of creative thinking and working, and yet always ready to cooperate in social living. The arts college graduate will likewise be educated for a complete and abundant life that will bring him into possession of rich inheritances in the fields of music, arts, drama, and other cultural influences.

College, an Adventure in Learning

The dominant tone of the instruction is its emphasis on learning as a common adventure of students and teachers in which both participate in classes, group discussions, and individual conferences. The faculty seeks to treat students as individuals with differing of experience, attitudes, and interests which have important bearing on their development. On their part, students recognize the responsibility placed upon them to participate actively in the intellectual life of the college to discover their educational objectives and to strive to attain them.

Our young people, through student government association in our arts and science colleges are more and more participating in the social, political, and economical affairs of contemporary life.

This experience is surely invaluable. American education is making rapid strides in stimulating and guiding young folks to live a democratic life. Participation in their school and college life on a democratic and autocratic basis is highly desirable. The new plans have departed from the traditional practices, formulated in terms of an autocratic system. They avoid every semblance of dictation from one person or group to another; they shun all forms of oppression.

The Future Outlook

The future outlook of the arts and science college is exceedingly bright and charged with boundless potentialities. In its present active and virile stage and with its enrolment of more than 1,000,000 young men and women, the American college stands today the most popular institution of higher education in the world. In the light of the present trend to expand education in both vertical and horizontal directions, the college of the future portends to become a bright center of buoyant idealism and liberal culture.

Old Tools in a New World

(Abstract of address by **Raymond Gram Swing**, Radio News Commentator, Author, and Writer, New York City, delivered before the General Session of the Pennsylvania State Education Association.)

Internationally, we are still living in the world of 1917. Fascism and communism, cold putsches, and international civil war, swarm like hornets through our tool shop, and we try to brush them aside with gestures while we affectionately polish up our little gadget for peace, the neutrality legislation. Like others of our tools, it only fits the world in our minds.

A Lost Opportunity

We are not living like a creditor nation, but had a chance to do so and ignored it, and then the totalitarian economies were born, and now are spreading. Now even an international cooperationist must wonder whether the next twenty-five years are not going to force us back on to the Western Hemisphere, and shut us in there within our own American continent and the company of the British Empire, thanks to the Anglo-American trade agreement. We may have to find ways to maintain and improve our standard of life by our own resources, ignoring for a time the benefits of really world-wide trade. Having contributed to making this a world of anarchy, we may have to mark off a part of it and enforce the law in that part, and trade in that part, until there come times when wider cooperation again becomes possible.

Problem of Property

Regarding the problem of property in a twentieth century industrial state, I think it is essential that we find out first just what our economic system has grown to be. And the most useful single act of the New Deal may be the inquiry into monopolies and the concentration of economic power. I wish we might get back to an individualist economic system, but I have no faith that this is possible. And if we are not going to be able to govern our economic lives individually, we shall have to govern them collectively, unless we are to lose self-government altogether. It is a new problem for democracy, more intricate than any which democracy has been called upon to solve. Somehow we must find a way to be protected by the state without being enslaved by the state. It will not be easy.

Another Napoleonic Era

And as to the international relations, let us be frank about this world of the Munich settlement. The world had the balance of power for nearly a century. Then it had an insincere experiment of collective security. And now we seem to be in for a kind of Napoleonic era. German dominion in Europe is certain. Continued German expansion is certain. Gone are the remnants of international law in Europe. Gone are the days when mercy counted as a divine quality. Gone are the love of liberty and the sacredness of the individual. We are in a world of anarchy, brutality, and enslavement. *But it is not a world of war.* And so far we have only thought about war, and not about anarchy, brutality, and enslavement. Here, too, we have made our contribution to the wrath that has come. We went into a World War and refused to go into a World Peace. And now we find our world shrinking. And here again, it seems to me,

(Continued next page)

CRUCIAL PROBLEMS CONSIDERED AT ANNUAL P. S. E. A. CONVENTION

(Continued from previous page)

regional collective action is being forced upon us whether we like it or not.

We Can Still Save Our Liberties

But we can save our liberties and we can save our part of the world for liberty. To do so, we must pay a price to be strong, and then we must practice and sustain the democracy which is ours. If mercy is a quality we still cherish, if individuals are sacred, if minorities are entitled to refuge and protection, if political opposition is essential to us, if the search for truth is precious, and justice is worth preserving, these are for us to prove. We shall never lose our democracy because it is assailed from without. We shall only lose it if we fail to think of it in terms of reality. We must keep our ideas young, our tools must be modeled to our task.

Reorganization of Higher Education

(Abstracts from the address of **Dr. George Alan Works**, Professor of Education, University of Chicago, Chicago, Illinois, delivered before the Higher Education Department, during the Convention of the Pennsylvania State Education Association.)

The growth in enrolment in higher education institutions has been one of the striking phenomena of the last half century. In its wake have come a number of problems, some of which have been accentuated in many parts of the United States by the growth of the junior college. This movement has its origin in economic and social factors of such basic character that it seems clear that the growth of junior colleges will affect the organization of higher education throughout the United States and not just in the west, southwest, and middle west as has been largely true to date.

The Junior College

The junior college probably will develop as an extension of the common school system and be locally administered and financed and will incorporate in its offerings materials for university preparation, subprofessional and sub-technical education, and general education of a terminal nature.

On State Support

Means should be devised for the administration of state-supported higher education so that its development may be in accordance with state needs. In practically every state there is need for cooperation between privately and publicly controlled higher education. Especially is this true of those forms of highly specialized professional fields for which only a limited number of persons is needed. Cooperation must be substituted for rivalry if society is to have the maximum return in the quality of service.

Enrichment in Life Through Art Education

(Abstract of address by **Karl Bolander**, Secretary, National Art Hobby Guild, Columbus, Ohio, before the art section of the Pennsylvania State Education Association.)

With the aid of carefully selected slides from various parts of the United States, Mr. Bolander illustrated the great need for a more universal understanding of the simple laws of art as they should be applied to our daily living. Many examples of civic beautification, changes that are possible to be made in homes, office buildings, stores, gas stations, city halls, and state houses, were shown to illustrate the correct and incorrect use of art.

The application of a progressive art program of instruction in the public schools was illustrated with slides, both black and white and colored, of students at work and good examples of finished products. These included posters, illustrations for English compositions, playing cards, dress, ceramics, and interior decoration. The relationship between the artist and his public, both in the field of the fine arts and industrial arts, were stressed from the point of view of modern trends. An exhibit of carefully chosen art books and magazines applicable for use in classroom and for home study in fifty branches of art hobbies were on display.

Artful Living

(Abstract from the address by **Dr. Lester K. Ade**, Superintendent of Public Instruction at the Art Luncheon of the P. S. E. A. Convention.)

Necessity of Esthetics

It is both appropriate and important that those concerned with the education of our children and youth consider the necessity of esthetic activities. They cultivate personality, increase the wealth of the mind, and bring assurance of happiness in life. The acquisition of intellectual and artistic tastes furnishes the mind with attractive pictures and brings joy and light to the hours we spend by ourselves in social companionship. To become an interesting personality is more important than to become an efficient machine.

Art for All

In earlier days when works of art were the prized possession only of the lord of the manor, the common people had little or nothing to do with art. But this machine age of ours has brought art objects into the workshops, the homes, and the lives of all our people. As a consequence, we are all obliged to face new responsibilities in the choice, arrangement, and use of the many art products that improve our appearance, cheer our homes, or refine our community life.

Artistic Sense

Today's boys and girls will soon serve in city government or on school boards or as principals or teachers or men of affairs in their communities. Their experiences in art activities may find expression later in the making of a more beautiful town. Through the schools of the Commonwealth is passing an army of young people, future artists, craftsmen, homemakers, manufacturers, and city officials, who will appreciate art and foster it as a means of improving our social and industrial life.

A Present Need

Esthetic appreciation is a vital need in our present day. Such qualities as a good sense of proportion, a keen discrimination of facts, deep enjoyment of art in every form, understanding nature and the art of man, and an ardent aspiration for truth and beauty, are needed to elevate the level of social life in contemporary society. The race between decadence and civilization can be won only through a continuing renaissance of culture, and by bringing the fine arts abreast of science and literature.

Levels of Leisure Activities

Art education, therefore, can raise leisure life from its present deplorable level. Traits of a gentleman or a gentlewoman may be caught from social activities in which students mingle with each other, as well as from the purposeful program of the fine arts. Through the latter, he may take on a brighter cloak of language than the mere vernacular. He may acquire a taste for architecture and a love for magnificent landscapes. Paintings and sculptures will stir him and arouse a positive esthetic response. He is privileged to observe painters at work and to enjoy the products of their high talents. Bach and Wagner become familiar traditions to him. European and American drama are brought closer for his edification. In short, he is intrigued by so many splendid interests and appreciations that there is not enough leisure time to go around for him.

Art in the School Program

Approximately 2,000,000 boys and girls of our State are enjoying the benefits of a more beautiful and happier world as the result of the encouragement of art for every child. Art, as you know, is brightening the lives of 1,345,000 boys and girls in our elementary schools, and of some 638,000 pupils in our secondary schools.

The influence of beautiful surroundings on the life of the child is vitally important. Schoolroom decoration, as well as the landscaping of school grounds, may well be carried on under the leadership of the teacher or supervisor of art.

Zest for Life

It is just as important that our children and youth be taught to live with some zest for life as it is for them to be taught the practical knowledges and skills relating to their careers. They need to learn discrimination for excel-

(Continued next page)

CRUCIAL PROBLEMS CONSIDERED AT ANNUAL P. S. E. A. CONVENTION

(Continued from previous page)

lence and artistry so that they may choose well and find real happiness among the many opportunities of their adult experiences.

What the world needs is not more physical equipment or material apparatus, but a quickening of the spirit, a revitalization of the mind and soul, and an awakening of the sense of beauty. Surely, art with its spiritual vitality and with its appeal to man's highest aspirations is of transcending importance in advancing this worthy cause.

Highest Destiny

It is the function of education not to bring beauty down to the individual, but to develop in the individual the capacity to adjust himself upward to a higher life characterized by beauty. Armored with this spiritual strength, our youth come from the guiding and stimulating experiences of our schools to enter the world with a deep-seated desire to make the world a more beautiful place, to right social injustices, to practice the fine art of living, and attain their highest destiny.

New Challenges

(Abstracts from the address by **Dr. Clarence E. Ackley**, Deputy Superintendent, Department of Public Instruction, before the Department of Administrators, at the P. S. E. A. Convention.)

It may, at first thought, seem presumptuous to suggest to this group of educational leaders new challenges for those who are engaged in public school administration. The extensive program of school legislation enacted in 1937, might at first seem to have been comprehensive enough to have covered all the important areas of school planning in which we could reasonably be expected to be interested. As a matter of fact, however, each new thing achieved inspires new and additional undertakings.

Some New Challenges

In order to stimulate additional thinking upon some of the challenges, which, if not new, are at least persistent and are sure to command serious recognition in the days immediately ahead of us, I would suggest seven topics which we may designate as new challenges.

Significant among these challenges are those which call for (1) a vitalization and expansion of the opportunities in the field of secondary education; (2) a like challenge in the whole general field of elementary education; (3) many specific challenges for improvement of school district organization, reducing the number of small schools, replacing the obsolete and inadequate school plants, and accomplishing better and richer results through proper utilization of these plants; (4) the very significant challenge in the matter of providing opportunities for out-of-school youth and adults; (5) a challenge to preserve the job of the county superintendent by making the value of his services greater and more obvious; (6) a challenge to improve the preparation of teachers, both pre-service and in-service, this challenge calling for the very serious and constant planning of school administrators for more and better supervision of classroom instruction, and finally (7) a challenge to provide a better scheme for financing the educational program.

P. S. E. A. RESOLUTIONS

The Pennsylvania State Education Association at its last annual meeting proposed resolutions of unusual significance and timeliness. Among them are the following:

1. Non-Academic Pupils

The Association recommends that the teacher education program place more emphasis on the problem of acquainting teachers in service and new members of the profession with the challenge presented by the non-academic pupil, especially since such pupils are now being retained in school for a longer period. We recommend the appointment of a commission to work with other agencies now studying this problem, and urge that sufficient finances be made available to develop a study which will aid in meeting this pressing educational problem.

2. Gifted Youth

The Association recommends that teachers and administrators in the public schools give more attention to the problem of reorganizing its program so that the ability of gifted youth may be used to its fullest capacity in developing competent leaders.

3. Guidance

The Association calls attention to the professional obligation of each teacher in every department of the school to participate in the guidance functions of teaching to the end that the public schools shall more effectively perform their major objective of preparing our future citizens to function intelligently, altruistically, and patriotically in our American democracy.

4. Tenure

Because of the benefits accruing to teachers through the Tenure Act, this Association recognizes its obligation in striving for the highest type of professional service and growth on the part of teachers. We urge that provision be made as rapidly as possible to include administrative officers of the public schools, faculties of the State Teachers Colleges, and the professional staff of the Department of Public Instruction, who meet the professional requirements of the State Council of Education within the scope of this law.

5. Tax Study

We commend the committee making the tax study, and recommend that this committee be continued for another year. We further recommend that steps be taken to give adequate publicity to the findings of this Committee through civic and lay groups, and that the

Executive Council arrange for the provision of speakers and special programs for such meetings, as well as printed material for distribution.

6. Thompson Plan

The Association recognizes the benefits accruing to the public schools through the provisions of the Thompson Bill as passed by the General Assembly as a desirable step toward the consolidation of school districts and the subsequent improvement of the educational system. We pledge our aid in all similar measures which likewise look to the improvement and advancement of educational standards.

7. Federal Aid

The Association supports that principle of Federal aid for public education which shall insure the equalization of educational opportunity throughout each state of the Union without Federal control of local administration.

8. State Council of Education

The Association directs its Legislative Committee to sponsor in the coming Session of the Legislature a constitutional amendment which shall provide for the appointment of the State Council of Education with terms of nine years, one to be appointed each year, one function of which shall be the appointment of the Superintendent of Public Instruction.

P. S. E. A. Committee on Legislation

R. R. Abernethy, Superintendent of Schools, Harrisburg; **I. D. App**, Superintendent, Dauphin County Schools, Harrisburg; **Ben H. Byers**, Supervising Principal, Elizabeth; **Paul S. Christman**, Supervising Principal, Schuylkill Haven; **Arthur W. Ferguson**, Superintendent of Schools, York; **Lucy W. Glass**, Retired, Harrisburg; **Carmon Ross**, President, State Teachers College, Edinboro; **Bela B. Smith**, Superintendent of Schools, Kingston; and **J. C. Werner**, Assistant Superintendent, Allegheny County Schools, Coraopolis.

THE TEACHER

I deal with the most potent, the most elusive, the most interesting essence in the world—the human mind.

Without me there would be no progress; future generations would relapse into savagery; civilization would perish from the earth.

Of all the professions mine is the least paid in money and the most richly rewarded in satisfaction.

I am soon forgotten because what I achieve is written, not with ink on paper, but in human lives.

I am a builder, but I do not build bridges. I build the builders of bridges.

I am often unpopular because I must try to please so many people.

My work is often undervalued because it is not understood. The beginning of my work is service; the essence of my work is service; the reward of my work is service.

I am the teacher.

—Connecticut Schools

NEW EDUCATIONAL BROADCASTS FOR MARCH

The March broadcasts of the three Coast-to-Coast Educational series which are listed below are sponsored by the United States Office of Education in cooperation with other agencies interested in Public Education.

A. WINGS FOR THE MARTINS

Every Wednesday from 9:30-10:00 p. m., EST, Coast-to-Coast, NBC Blue network with the cooperation of the National Congress of Parents and Teachers.

March 1—Learning to Read

Barbara sometimes pronounces her words queerly and she doesn't know all the "sounds," but she reads more than anyone in the family. You'll learn with the Martins that children learn to read best by reading for a purpose.

March 8—The Child in A Grown-up House

How would you like to live in a house where the hook for your hat was ten feet high . . . the lavatory five feet from the floor? The chairs so big that you had to pull and push yourself into them? That is the way your house seems to the five-year-old. How is he to learn to "wait on himself?" Or to keep his things in order? The Martins remodel two rooms to fit Dicky and Barbara.

March 15—What's the School Board for?

If you haven't a modern school, would you like to have one? Do you know how to get it? Do you know who hires your teachers . . . who selects the equipment . . . who says how teachers shall teach . . . how children shall study . . . what they must learn? Is there anything you can do? You'll get ideas from the Martins.

March 22—No Place to Play!

Suppose your children want a game of basketball, badminton or tennis after school. Where can they have it? You are not too old for a game of volley ball or handball yourself. The program tells what the Martins did about a place to play.

March 29—Schoolhouses that Work

Has your schoolhouse movable desks or tables? Adjustable seats? Work rooms? A gymnasium? Low windows, low shelves, low hooks, and low easels for the little one? The broadcast will show how the Martins help their community modernize its school.

B. THE WORLD IS YOURS

Every Sunday from 4:30 to 5:00 p. m. EST. Coast-to-Coast, NBC Red network with the cooperation of the Smithsonian Institution.

March 5—Modern Medicine

"New faces for old!" This is what plastic surgery—latest advance of medicine—gives us. What other miracle does modern medicine perform? This broadcast is based on the latest news from the surgeon's laboratory and the bacteriologist's workshop.

March 12—Animals of Fable

Fable, mystery, and knowledge are here blended in an unusual program. Animals of fable are part of the lore of every nation. The dragon, villain of children's stories, is nothing but a version of the Chinese alligator. How did other animals of fable originate? What part are they playing in the literature and drama of our people? The Smithsonian has the answer!

March 19—The Air Above Us

Layer upon layer of complex gases form the roof of the world. Some of these layers help to operate your radio, some prevent the sun from killing you, others spread diseases. Learn the secrets of the air—by air.

March 26—Eli Whitney

Eli Whitney invented the cotton gin! Yes, but he did something even more important. He invented the method of replacing machine parts—a contribution which makes modern industry possible. "The World Is Yours," is rewriting history in this program in terms of a man of destiny you must learn to know better.

C. AMERICANS ALL—IMMIGRANTS ALL

Every Sunday from 2:00 to 2:30 p. m. EST. Coast-to-Coast, CBS network with the cooperation of the Service Bureau for Intercultural Education.

March 5—Italians in America

The seventeenth dramatic chapter in the story of many-peopled America concerns Italians. First they came as explorers and artisans—later as railroad and highway builders. Here is a special tribute to more than four and a half million citizens who have distinguished themselves in music, sculpture, ceramics, cookery, and agriculture.

March 12—Near Eastern Peoples

The first naturalized citizen of the colonies was an Armenian (1618) . . . Since that time, the Armenians and other Near Eastern peoples (Turks and Syrians) have enriched the United States with their philosophy, poetry, manual skills, and unique artistic sense.

March 19—Other Groups

From every country in the world—large and small—the march of peoples to the United States continues. From Portugal, Roumania, from lake-dotted Finland, from the plains of Latvia. Each people came bearing gifts—the labor of their hands, noble traditions, and artistic powers.

March 26—Contributions in Industry

The great stock-taking of wealth brought by immigrants continues: What have immigrants contributed to industry? Who developed the cotton industry? Steel? Mining? Lumber? Can any one group claim credit for developing a particular industry? Listen to the dramatic . . . and surprising . . . answer in the twentieth episode of the series.

April issue of **PUBLIC EDUCATION** to be omitted

To effect necessary economy in expenditures, the April, 1939, issue of **PUBLIC EDUCATION** bulletin will be omitted.

FINANCING PUBLIC EDUCATION IN PENNSYLVANIA

(Abstract from the address by Dr. Lester K. Ade, Superintendent of Public Instruction, delivered before the General Session, PSEA Convention, Harrisburg)

Every major problem in planning an educational program ultimately leads to a consideration of finances. The disbursement of State school moneys must always be considered in the light not only of actual educational needs, but also of practical principles within existing budgetary conditions and those reasonably anticipated. This seems to be the most sensible approach to the problem when educational needs appear to be greater than available finances. It is with this philosophy that we propose to deal with the problem of financing education in Pennsylvania.

There are certain constructive suggestions that merit consideration in our program of finance for public education.

Diversified Population

A financial program for Pennsylvania should be developed in the light of a widely diversified school population. The individual interests of pupils should be recognized. The provision of an expanded program through larger areas of attendance should be made. The advancement of the school age to eighteen years may add as many as 200,000 students to our secondary schools. Ten per cent of the school population requires special education. The increased load falls in the upper divisions of the school system where pupil costs are higher. These several factors pertaining to enrolment cannot be evaded by those who are planning the financial program for Pennsylvania's schools.

Teacher Service

The rise in the professional preparation of teachers involves a public expense. Plans already projected call for the attainment of the master's degree for school administrators by 1941. Already teachers aspiring toward certification in the elementary field have acquired four years of post-secondary education. More teachers are needed in many of the special fields. Salaries of teachers in districts of the fourth class have been increased. These and other features of the modern professional program can be maintained and brought to full fruition only on the basis of an adequate financial structure.

Transportation

The extension of transportation to reach all pupils who require such service to insure regular attendance at school, is a major item in school finance today. The State is committed furthermore to the payment of a higher percentage of the costs of transportation than heretofore. In 1920, the cost of reimbursable transportation in Pennsylvania was only \$164,000, by 1936, it increased to more than \$2,600,000. With new legislation in force, a further increase is inevitable.

Relief of Real Estate

Many local school districts are finding it impossible to finance their legal share of the public school program. This difficulty is due primarily to the excessive proportion of school costs which is borne by real estate. Real estate should therefore be relieved through taxation on other resources—especially intangible property. Such a step would make it unnecessary for our General Assembly to appropriate each biennium money for the relief of distressed school districts.

State-Aid

Pennsylvania, according to a study by Newcomer, ranks second in the ability to pay, but ranks twenty-first in amount of wealth per pupil enrolled. On the basis of what Pennsylvania spends for public education our State has been rated in a Study reported by the N.E.A. as thirty-ninth. At present, the State shares only about twenty per cent of the cost of education, the local district sharing the remainder, except for a relatively small amount of Federal aid for specific purposes. A projected financial plan for Pennsylvania might well adopt thirty- to thirty-five-per cent as the State's share of the cost of education.

Distribution of Subsidies

Possibly the distribution of State subsidies for educational purposes holds the greatest promise for a solution to our financial problems. Within the various classes of school districts there is too great a range in the true valuation of districts which receive the same percentage allocation in State subsidies. One school district of the third class has approximately twenty-four times the true valuation per teacher of the poorest district of this class, and the wealthiest of the school districts of the fourth class has more than 1,200 times the wealth per teacher of the poorest district.

It would seem perfectly in order to reimburse school districts on a carefully prepared differential scale on the basis of ability to pay. The principle that the State should finance that portion of the minimum program which cannot be met by the local districts has long been recognized. Further effort should be made to put this principle into effect in Pennsylvania. Definite action should be taken to have further equalization of property assessments throughout the Commonwealth. A State Tax Commission, such as is found in many of the states, composed of prepared experts, would do much to alleviate the burden of the Commonwealth as well as in local districts.

The Challenge Today

During the years of increasing strain and social instability, it has become more and more certain that our Commonwealth cannot succeed if a majority of its citizens are indifferent to the public interest. Democracy depends upon patriotism, but merely sentimental patriotism is not enough.

Democracy calls for a continuous intelligent attention to our common problems. Democracy needs citizens who are willing to sacrifice some part of their personal interests to the common interest, and who are able to think realistically as to how the material and human resources of the State and Nation may be built up and strengthened.

The Future

Our future depends on the quality of the people. Within the limits of practical action and available resources, we should see to it that the next step is taken to give all the people opportunity to develop their capacities to the full, for their own benefit individually, and for the best interests of the country as a whole.

LIBRARIAN PE-B7-36
FRANKLIN & MARSHALL COLLEGE
LANCASTER PA